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ABSTRACT

This 14th annual report to Congress describes the nation's progress in providing a free appropriate public education to all children with disabilities. Chapter 1 provides statistics on numbers of children receiving special education and related services, numbers of children receiving special education services in various settings, the exiting status of special education students, and the numbers of school personnel available and needed to provide such services. Early childhood activities are the focus of Chapter 2 which discusses the implementation of Part H of the Individuals with Disabilities Education Act (IDEA), Section 619 which contains incentives for States to serve more children with disabilities between the ages of 3 and 5, personnel issues, and the Early Childhood Program for Children with Disabilities. Chapter 3 reports on a national study addressing the transition of youth with disabilities from secondary school to early adulthood. The last chapter describes administrative and programmatic efforts to assist State and local education agencies. These include formula and discretionary grant programs, monitoring the development and implementation of State policies, grants supporting systems change, and technical assistance. Extensive appendixes include data tables; data on special education personnel training; summary reports concerning needed improvements, IDEA, state agency/federal evaluation studies; special populations; children with deaf blindness; and tables showing educational placement trends. (DB)

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

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Fourteenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act

U.S. Department of Education

1992

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

Fourteenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act

Prepared by the
Division of Innovation and Development

Office of Special Education Programs
U.S. Office of Special Education and
Rehabilitative Services

1992

U.S. Department of Education
Lamar Alexander, Secretary

PREFACE

Section 618(g)(1)(B) of Part B of the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (20 U.S.C. 1401 *et seq.*), requires the Secretary to transmit to Congress an annual report that describes the progress being made in implementing IDEA. This is the fourteenth annual report that has been prepared to provide Congress with a continuing description of our nation's progress in providing a free appropriate public education for all children with disabilities.

The report provides information on the four purposes of IDEA. These purposes are, in summary:

(1) To provide assistance to States to develop early intervention services for infants and toddlers with disabilities and their families, and to assure a free appropriate public education to all children and youth with disabilities;

(2) To assure that the rights of children and youth with disabilities from birth to age 21 and their families are protected;

(3) To assist States and localities to provide for early intervention services and the education of all children with disabilities; and

(4) To assess and assure the effectiveness of efforts to provide early intervention services and educate children with disabilities.

Chapter 1 provides national statistics on numbers of children receiving special education and related services, numbers of children with disabilities receiving special education in various settings, the exiting status of special education students, and the numbers of school personnel available and needed to provide such services. These numbers are reported annually to the Office of Special Education Programs (OSEP) by the States. The child count information is for school year 1990-91, whereas the information on setting, exiting status, and personnel is for school year 1989-90.

Early childhood activities are the focus of chapter 2. This chapter discusses the implementation of Part H of IDEA which is designed to improve early intervention services for infants and toddlers with disabilities, and for their families. A second focus of the chapter is Section 619 which contains incentives for States to serve more children with disabilities between the ages of 3 and 5. Finally, the chapter also includes a discussion of personnel issues and a description of early childhood activities supported through the Early Childhood Program for Children with Disabilities.

Chapter 3 describes the findings of a national study, sponsored by the Office of Special Education Programs (OSEP), the National Longitudinal Transition Study of Special Education Students (NLTS). The NLTS was mandated by the U.S. Congress in 1983 to provide information on the transition of youth with disabilities from secondary school to early adulthood. One aspect of this study, information on school completion status for students with disabilities, is presented in chapter 3. While a sizable percentage of students with disabilities drop out of school, the study found that schools can increase the likelihood that students will finish school.

The last chapter, chapter 4, describes OSEP's administrative and programmatic efforts to assist State and local educational agencies in educating all children and youth with disabilities. These include the provision of financial assistance to State and local educational agencies through formula and discretionary grant programs to support the delivery of services to children with disabilities, as well as Federal efforts to review and monitor the development and implementation of State policies and procedures for educating children with disabilities. Also described are two forms of Federal assistance to improve the results of educational programs for children and youth with disabilities; these are grants supporting systems change and programs providing technical assistance.

This year marks the introduction of a series of occasional papers related to the progress in addressing the needs of special populations with disabilities. Under the 1986 Amendments to IDEA, Congress recognized the unique aspects of the service models for infants, toddlers, children and youth who are members of special populations--migrant families, Native Americans, Native Pacific Basin and Native Hawaiian residents, limited English proficient, and/or rural residents. Appendix G presents the findings of reports on two populations, migrant students with disabilities and Native Pacific Basin and Native Hawaiian students with disabilities. In future years, data will be reported on other special populations, and data on services to students of migrant families and Native Pacific Basin and Native Hawaiian residents will be updated, as additional information is available.

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EXECUTIVE SUMMARY

The *Fourteenth Annual Report to Congress* examines the progress being made to implement the requirements mandated by the Individuals with Disabilities Education Act (IDEA). The purposes of the Act are, in summary:

(1) To assure the availability of early intervention services to all infants and toddlers with disabilities, and a free appropriate public education to all children and youth with disabilities;

(2) To assure that the rights of children and youth with disabilities from birth through age 21 and their families are protected;

(3) To assist States and localities to provide for early intervention services and the education of all children with disabilities; and

(4) To assess and assure the effectiveness of efforts to provide early intervention services and educate children with disabilities.

This report provides a detailed description of the activities undertaken to implement the Act and an assessment of the impact and effectiveness of its requirements. The following brief summaries provide highlights of the information presented in the body of the report.

STUDENTS WITH DISABILITIES SERVED, PLACEMENT AND EXITING PATTERNS, AND SPECIAL EDUCATION PERSONNEL

Chapter 1 of this report provides national statistics and analyses generated from State-reported data submitted annually to the Office of Special Education Programs. Highlights of the chapter are:

- During the 1990-91 school year, 4,817,503 children and youth from birth through age 21 were served under Part B of IDEA (formerly EHA-B) and Chapter 1 of the Elementary and Secondary Education Act, State Operated Programs (ESEA [SOP]), which represents an increase of 2.8 percent over the previous school year. Both the number and percentage (as a function of resident population) of students with disabilities, has steadily increased since the inception of EHA-B in 1976.

- The great majority (94 percent) of students with disabilities are identified as having either specific learning disabilities (49 percent), speech or language impairments (23 percent), mental retardation (13 percent), or serious emotional disturbance (9 percent). Since 1976, the proportion of students with specific learning disabilities has increased dramatically, while the proportions of students with speech or language impairments and mental retardation have decreased substantially. The proportion of students with serious emotional disturbance has increased only slightly.

- Students with multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, and deaf-blindness each comprised 2 percent or less of the total population of students with disabilities.

- A demographic profile of students with disabilities, made available from the National Longitudinal Transition Study of Special Education Students, has indicated that youth with disabilities, compared to the general population of youth, are: (1) disproportionally male; (2) more likely to live in single parent families and families of lower socioeconomic status; and (3) disproportionally black. In addition, most parents of youth with disabilities rated their child's self-care skills as quite high but rated their functional skills not so high. Data on IQ scores indicated that youth with disabilities, on average, scored below average.

- The great majority (93 percent) of students with disabilities received their education in regular school buildings during the 1989-90 school year. Within the regular school building, 33 percent were served in regular classes, 36 percent served in resource rooms, and 25 percent were served in separate classes. The remaining 7 percent of students were served in separate schools, residential facilities, and in homebound/hospital settings. Educational placement patterns varied substantially, by disability.

- Analyses of educational placement changes over time indicated that a larger proportion of students with specific learning disabilities, hearing impairments, visual impairments, orthopedic impairments, and other health impairments were served in regular schools in 1989-90 than in 1977-78. In contrast, a smaller proportion of students with speech or language impairments, mental retardation, serious emotional disturbance, multiple disabilities, and deaf-blindness were served in regular schools in 1989-90 than in 1977-78.

- During 1989-90, the number of teachers employed to teach students with disabilities increased by almost 4,000 over the previous year. There were substantial decreases in the number of teachers employed to teach students with hearing impairments, mental retardation, other health impairments, and deaf-blindness. In contrast, the number of teachers classified as cross-categorical increased dramatically.

- States and Outlying Areas reported that more than 26,000 additional teachers were needed to fill vacancies and replace uncertified staff during 1989-90.

MEETING THE NEEDS OF INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH DISABILITIES

Chapter 2 discusses the provision of services to children age 5 or younger with special needs. States were engaged in a variety of activities related to building and expanding services for these children and their families.

- Because many States were not going to be able to meet the fourth year requirements of the Infants and Toddlers Program (Part H), Congress changed the implementation schedule and funding formula. For FY 1991, 11 States opted to extend their planning time. Accordingly, they received a smaller grant award than they would have had they proceeded on schedule.

- States reported serving 50,827 infants and toddlers with disabilities under Chapter 1 of the ESEA (SOP) program. This was a 36 percent increase over the number reported in the previous year. States continue to have difficulty determining the precise number of infants, toddlers, and their families who are receiving early intervention through other programs. States reported serving a total of nearly 200,000 infants and toddlers and their families through Chapter 1 or other early intervention programs.

- States have made progress in developing policies for the required components of a statewide early intervention system. The areas that continue to be most difficult for States are the assignment of financial responsibility and the development of procedures for timely reimbursement of funds.

- All States have now enacted mandates to provide special education and related services for 3- to 5-year-old children with disabilities. States were providing special education to 399,046 preschool children in December of 1990. This was a 2.3 percent increase over the number served in the previous year. States report using their funds from the Preschool Grant to provide training and technical assistance, provide direct service and to develop pilot programs.

- A shortage of qualified personnel continues to be an impediment to the provision of services to young children with disabilities. The shortages are most acute in early intervention for speech and language therapists, physical therapists, occupational therapists, and special educators. States reported needing an additional full-time professional in these fields for every three employed. More than 14,000 teachers provided special education to preschool children in 1989-90 and States reported needing one additional teacher for every five employed.

- In FY 1991, 131 new and ongoing projects were funded under the Early Education Program for Children with Disabilities (EEPCD). In addition to 11 new model demonstration projects and 17 new outreach projects, EEPCD funds supported a new Research Institute on Substance Abuse and the National Early Childhood Technical Assistance System (NEC*TAS).

DROPOUTS WITH DISABILITIES: WHO THEY ARE, HOW TO HELP

Chapter 3 presents findings from the OSEP-funded National Longitudinal Transition Study of Special Education Students (NLTS) on school completion for students with disabilities.

- A sizable percentage of students with disabilities dropped out of school. Of students with disabilities who left school in the 1985-86 or 1986-87 school years, 32 percent did so by dropping out, 56 percent graduated, 8 percent exceeded the school age limit, and 4 percent were permanently suspended or expelled.

- The dropout rate for students with disabilities was significantly higher than that of students in the general population. Among 15- to 20-year-olds who had left school in the preceding two years, 43 percent of students with disabilities had dropped out, compared with 24 percent of youth in the general population (p<.001). However, the difference was much smaller when students with disabilities were compared with a sample of exiters without disabilities who had the same distribution on selected demographic characteristics. However, even compared with this subsample of youth, those with disabilities were significantly more likely to have dropped out (43 percent vs. 32 percent; p<.001).

- The dropout problem was particularly acute for students with learning disabilities (32 percent), emotional disturbance (50 percent), mental retardation (29 percent), or speech impairments (28 percent).

- Dropping out of school is the culmination of a cluster of school performance problems, including high absenteeism and poor grade performance. For example, students missing 21 to 30 days of school were more than twice as likely to drop out as those missing 10 or fewer days of school. Those who failed a course in their most recent school year were almost three times more likely to drop out as students who had not failed a course.

- A variety of student characteristics and behaviors are associated with poor school performance and a higher likelihood that students will drop out. For example, males were significantly more likely than females to have failed courses, and lower socioeconomic status was associated with several aspects of poor performance. Students who belonged to school or community groups had significantly better school performance and a lower probability of dropping out. Youth with disciplinary problems had poorer school performance on all measures. Understanding these risk factors can help schools target dropout prevention programs to students most prone to early school leaving.

- Dropping out is not a function solely of student and family factors. There are significant relationships between aspects of students' school programs and student outcomes. For example, students who attended larger schools and those who spent relatively more time in regular education classes were more likely to fail courses. Students with disabilities who took occupationally oriented vocational training had significantly lower absenteeism and were significantly less likely than others to have dropped out of school. Schools can make a difference in their students' school performance. Schools can increase the likelihood that students will finish school.

ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH DISABILITIES

Chapter 4 describes the administrative and programmatic efforts OSEP undertakes to assist State and local educational agencies in educating all children and youth with disabilities.

- OSEP supports State educational agencies and local school districts in implementing the nation's special education mandates through a system of financial support, monitoring oversight, policy support, and technical assistance. Key components of this system are the Federal program review process and the formula and discretionary grant programs.

- In monitoring the implementation of IDEA, Part B by State educational agencies, OSEP carries out a number of interrelated activities, including: State Plan review and approval; review of State documents; on-site compliance monitoring; verification and support of corrective action plans; complaint investigation; ongoing communication with constituents; and compliance monitoring of specific issues. The Department is continuously involved in evaluating and refining this overall system of program and policy review, and during FY 1991 several refinements were implemented in the program review process.

- OSEP reviews plans submitted by States on a staggered three-year schedule, to assure that SEA policies and procedures are consistent with the requirements of IDEA, Part B. Fourteen State Plans were submitted and reviewed for the three-year period covering FYs 1992-1994; all of these plans received one-year approval. Across the 14 States, a number of varied concerns were raised during the State Plan review process. The most frequent issues identified were related to procedural safeguards, LRE requirements, and use of Part B funds.

- On-site compliance monitoring reviews are conducted for each State, by OSEP, as part of the Federal program review process. A major purpose of these visits is to determine the extent to which SEA policies and procedures previously approved in the State Plan are being implemented. During FY 1991, 12 compliance reviews were completed, and during FY 1991, 12 final monitoring reports were issued by OSEP, primarily for visits conducted in previous years. Across the 12 reports issued during FY 1991, concerns noted for all 12 States included those related to the SEA's monitoring system, due process and procedural safeguards, and LRE. Eleven reports noted issues related to IEPs and FAPE. Many of the issues raised in the FY 1990 reports parallel those expressed in reports from previous monitoring cycles, although there was no clear pattern of persisting compliance issues across States.

- For FY 1991, $1.85 billion was distributed to States for the provision of special education services to children with disabilities, through IDEA, Part B, with an average per child allocation of $407. Programs funded under Chapter 1 of ESEA (SOP) to assist in educating children with disabilities in State-operated or State-supported programs received an average per pupil allocation of $561 for FY 1991.

- State-reported data indicate that more than $19 billion was spent for special education and related services during the 1987-88 school year, from Federal, State and local funds. The average per pupil excess cost for all children with disabilities served under IDEA, Part B and Chapter 1 of ESEA (SOP) was $4,313. This represents an increase of slightly more than 10 percent, or $396, over the average per pupil excess cost for 1986-87.

- Of the total special education and related services expenditures reported for the 1987-88 school year, the Federal share represented 7.9 percent, while States and localities contributed 55.3 and 36.7 percent, respectively.

- OSEP systems change grants support State efforts to make fundamental and broad ranging changes designed to impact service delivery. California has used a systems change grant to improve and increase services to students with disabilities in integrated settings. Colorado has used two systems change grants to provide extensive technical assistance and other activities to foster the organizational and institutional changes in Colorado's school districts to effectively serve students with severe and profound disabilities in integrated settings.

- The Regional Resource and Federal Center Program assists State educational agencies in building their capacity to improve programs for students with disabilities. Over the past four years, RRC services have focused in three broad areas: (1) proper administration of policies and procedures identified by OSEP's monitoring; (2) national priorities; and (3) State-identified needs.

CHAPTER 1

STUDENTS WITH DISABILITIES SERVED, PLACEMENT AND EXITING PATTERNS, AND SPECIAL EDUCATION PERSONNEL

A major objective of the Individuals with Disabilities Education Act (IDEA) (formerly the Education of the Handicapped Act) is to ensure that a free, appropriate public education comprising special education and related services be provided to all children and youth with disabilities. The Office of Special Education Programs (OSEP) uses a number of sources to determine how well this objective is being met, and one primary information source is the State-reported data required by Congress under Section 618(b) of IDEA. States provide annual data on the number of children and youth with disabilities served under Part B of IDEA and Chapter 1 of the Elementary and Secondary Education Act (ESEA), State Operated Programs (SOP).[1] States also provide data on the educational placements and school exiting status of these students, and the number of personnel employed and needed to serve students with disabilities. In addition, OSEP collects data on the number of personnel trained and certified in programs funded by OSEP training grants. These data provide comprehensive information, on both State and national levels, regarding the provision of educational services to children and youth with disabilities.

This chapter primarily presents data on children and youth served during the 1989-90 and 1990-91 school years under IDEA, Part B and Chapter 1 of ESEA (SOP).[2] The total number of children served on December 1, 1990 and their disabilities are described. A demographic profile of secondary school-age youth with disabilities, based on findings from the National Longitudinal Transition Study of Special Education Students, is also presented. This profile focuses on gender, racial, socioeconomic, and family characteristics, as well as functional skills and adaptive behavior of youth with disabilities. Data on the educational placements (e.g., regular class, resource room) of students during the 1989-90 school year are described, accompanied by an analysis of the longitudinal placement trends of students with disabilities. The 1989-90 school year exiting patterns (e.g., graduation, dropping out) of students with disabilities is also presented. Finally, data analyses related to personnel employed and needed from the 1987-88 to the 1989-90 school years are described.

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[1] The Elementary and Secondary Education Act of 1965, now Chapter 1 of ESEA (State Operated Programs) (SOP), formerly provided support for children and youth from birth to age 20 with disabilities, in programs operated or supported by State agencies. The 1988 amendments to ESEA mandated provision of services to children and youth with disabilities from birth to age 21. The amendments also changed the count date from October 1 to December 1 beginning with the 1988-89 school year.

[2] For simplicity, these two laws will be referred to as Part B and Chapter 1 throughout this chapter.

STATE-REPORTED DATA ON STUDENTS SERVED

Number of Students Served

During the 1990-91 school year, 4,817,503 children and youth with disabilities from birth to age 21 were served under the IDEA, Part B and Chapter 1 of ESEA (SOP) programs. This represents an increase of almost 130,000 students over the 1989-90 school year, and is the largest percentage increase (2.8 percent) since the 1980-81 school year (see table 1.1 and figure 1.1). Since the inception of the Part B program in 1976, the number of children served under both the Part B and Chapter 1 programs has increased by more than 1,108,000, a 29.9 percent increase.[3] The number of children and youth, from birth to age 21, with disabilities, as a percent of resident population, has also steadily risen from 4.8 percent in 1976-77 to 7.1 percent in 1990-91.

Under the Part H program of IDEA, the number of infants and toddlers served during the 1990-91 school year was 143,536. A detailed discussion of the Part H program and data trends is presented in Chapter 2.

Between 1989-90 and 1990-91, the total number of students served under both Part B and Chapter 1 increased by almost 130,000 (Part B accounted for 121,000 of this increase). Under the Part B program the specific learning disability category accounted for much of this increase (an increase of more than 81,000). Other notable increases occurred in the areas of speech and language impairments (16,000), serious emotional disturbance (16,000), and multiple disabilities (12,000). An analysis of age group data, for all disabilities combined, indicated that the largest increases occurred for students ages 6-11 (63,000) and 12-17 (47,000).

The longitudinal growth in the number of students served is believed to be due to a number of factors including: (1) addition of new disability categories; (2) program development and implementation in the early years following enactment of Part B; (3) increasing numbers of young children being identified following the passage of the 1986 Amendments to the Education of the Handicapped Act which added the Preschool Grants Program and the Infants and Toddlers with Disabilities Program; (4) increasing numbers of young children with learning and behavioral

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[3] This chapter primarily reports longitudinal data trends for students served under Part B. This is done for two reasons. First, Part B serves the vast majority of students with disabilities. Second, it is not possible to make age group comparisons across disabilities for Part B and Chapter 1 before school year 1987-88. Data collection requirements regarding age groups and specific disabilities and age group and age year data have changed over the years, making it difficult to analyze data trends over time. These and other data reporting differences and anomalies are addressed at appropriate places in this chapter.

TABLE 1.1

Students Served Under IDEA, Part B and Chapter 1 of ESEA (SOP)[a]:
Number and Percentage Change, School Years 1976-77 to 1990-91

School Years	Change in Total Number Served from Previous Year (%)	Total Served	IDEA, Part B	ESEA (SOP)
1990-91	2.8	4,817,503	4,559,866	257,637
1989-90	2.2	4,687,620	4,421,236	266,384
1988-89	2.1	4,587,370	4,324,220	263,150
1987-88	1.6	4,494,280	4,235,263	259,017
1986-87	1.2	4,421,601	4,166,692	254,909
1985-86	0.2	4,370,244	4,121,104	249,140
1984-85[b]	0.5	4,363,031	4,113,312	249,719
1983-84	1.0	4,341,399	4,094,108	247,291
1982-83	1.5	4,298,327	4,052,595	245,732
1981-82	1.3	4,233,282	3,990,346	242,936
1980-81	3.5	4,177,689	3,933,981	243,708
1979-80	3.0	4,036,219	3,802,475	233,744
1978-79	3.8	3,919,073	3,693,593	225,480
1977-78	1.8	3,777,286	3,554,554	222,732
1976-77	--	3,708,913	3,485,088	223,825

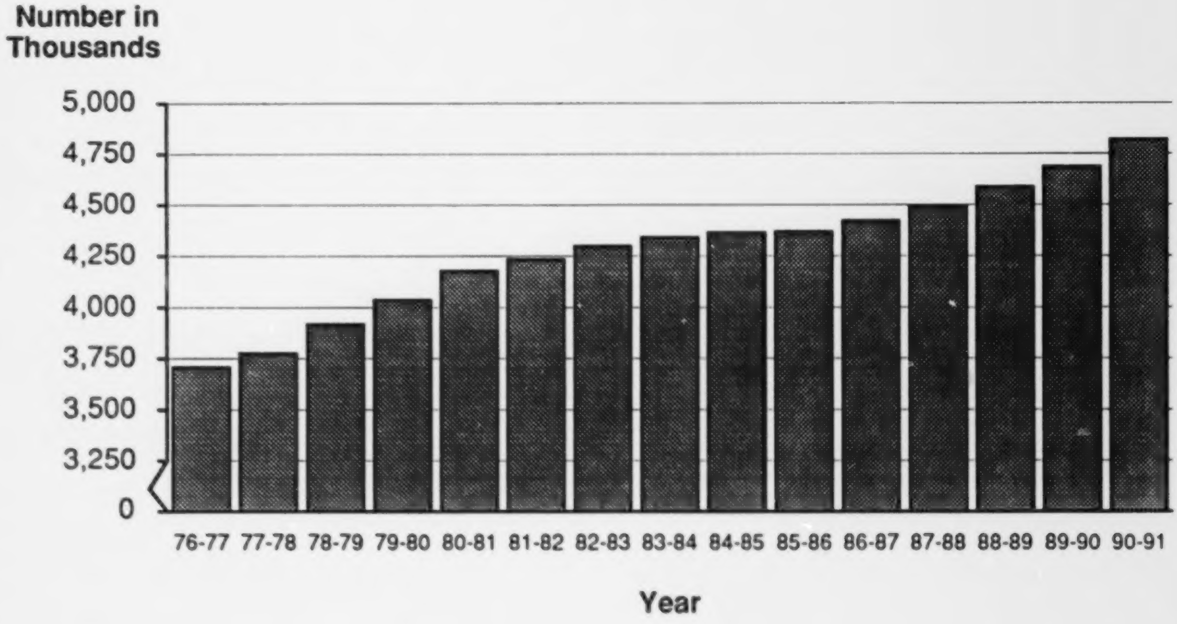
[a] These numbers include children 3-21 years old counted under Part B and children from birth through age 21 counted under Chapter 1. The totals do not reflect infants and toddlers from birth through age 2 served under Part H of IDEA.

[b] Beginning in 1984-85, the number of children with disabilities reported reflects revisions to State data received by the Office of Special Education Programs following the July 1 grant award date, and includes revisions received by October 1. Previous reports provided data as of the grant award date.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

FIGURE 1.1

Number of Students Served Under Chapter 1 of ESEA (SOP) and IDEA, Part B: School Years 1976-77 through 1990-91



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

difficulties born to women who have abused alcohol and/or drugs while pregnant; and (5) increasing referrals, by regular education teachers, of "difficult to teach" children for assessment and placement in special education. A more detailed discussion of these issues was presented in last year's *Thirteenth Annual Report to Congress* (U. S. Department of Education, 1990).

States vary substantially regarding the number and percentage of the resident population of students classified with all disabilities combined and specific disabilities (tables AA1 and AA25 in the Appendix highlight State differences). This variation across States is believed to be due to a number of factors including differing identification criteria for the various disabilities, differences in data reporting practices, programmatic and policy differences (e.g., pre-referral procedures, mainstreaming), and actual differences in State populations of children.

Disabilities of Students Served

The number and proportion of students with different disabilities, age 6-21, served under the IDEA, Part B and Chapter 1 programs is presented in table 1.2. Almost half of all students with disabilities were classified as having specific learning disabilities. The other high incidence disabilities included speech or language impairments (22.7 percent), mental retardation (12.7 percent), and serious emotional disturbance (9.0 percent). The remaining disabilities of multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, and deaf-blindness comprised just 6.5 percent of the total count of students with disabilities.

The Part B program served the vast majority (96.0 percent) of all students with disabilities. As shown in table 1.3, the Part B program served almost all children and youth classified with specific learning disabilities and speech or language impairments, and approximately 90 percent of children with mental retardation, serious emotional disturbance, orthopedic impairments, and other health impairments. While the Chapter 1 program served relatively small proportions of children and youth with these disabilities, the program served larger proportions of students with more severe disabilities (e.g., multiple disabilities, deaf-blindness) and sensory disabilities (e.g., visual and hearing impairments). A discussion of these program differences, including their historical roots, was presented in last year's *Thirteenth Annual Report to Congress* (U. S. Department of Education, 1990).

Specific Learning Disabilities

The number of students, age 6-21, classified as having specific learning disabilities (SLD) served under both Part B and Chapter 1 programs was 2,144,377. As previously noted, most (98.7 percent) of these students were served under the Part B program.

The number of students with SLD served under the Part B program has grown steadily, and more than any other disability, since the passage of Part B in 1975. Since the 1976-77 school year, the number of students identified with specific learning disabilities has grown by more than

TABLE 1.2

Students Age 6-21 Served Under IDEA, Part B and Chapter 1 of
ESEA (SOP), by Disability: School Year 1990-91

Disability	IDEA, Part B		ESEA (SOP)		Total	
	Number	Percent[a]	Number	Percent[a]	Number	Percent[a]
Specific learning disabilities	2,117,087	50.5	27,290	14.9	2,144,377	49.1
Speech or language impairments	979,207	23.4	10,979	6.0	990,186	22.7
Mental retardation	500,877	12.0	51,781	28.1	552,658	12.7
Serious emotional disturbance	356,050	8.5	36,509	22.4	392,559	9.0
Multiple disabilities	80,272	1.9	17,353	11.0	97,625	2.2
Hearing impairments	42,317	1.0	16,995	9.0	59,312	1.4
Orthopedic impairments	43,763	1.0	5,630	3.1	49,393	1.1
Other health impairments	52,027	1.2	3,285	1.9	56,312	1.3
Visual impairments	17,783	0.4	5,903	3.2	23,686	0.5
Deaf-blindness	794	0.0	728	0.4	1,522	0.0
All conditions	4,191,177	100.0	176,453	100.0	4,367,630	100.0

[a] Percentages sum within columns.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.3

Students Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP), by Disability: Number and Percentage, School Year 1990-91

	IDEA, Part B		ESEA (SOP)		Total	
Disability	Number	Percent[a]	Number	Percent[a]	Number	Percent[a]
Specific learning disabilities	2,117,087	98.7	27,290	1.3	2,144,377	100.0
Speech or language impairments	979,207	98.9	10,979	1.1	990,186	100.0
Mental retardation	500,877	90.6	51,781	9.4	552,658	100.0
Serious emotional disturbance	356,050	90.7	36,509	9.3	392,559	100.0
Multiple disabilities	80,272	82.2	17,353	17.8	97,625	100.0
Hearing impairments	42,317	71.3	16,995	28.7	59,312	100.0
Orthopedic impairments	43,763	88.6	5,630	11.4	49,393	100.0
Other health impairments	52,027	92.4	3,285	7.6	56,312	100.0
Visual impairments	17,783	75.1	5,903	24.9	23,686	100.0
Deaf-blindness	794	52.2	728	47.8	1,522	100.0
All conditions	4,191,177	96.0	176,453	4.0	4,367,630	100.0

[a] Percentages sum across rows.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

1,300,000 (170 percent). In 1976-77 students with SLD comprised 24.9 percent of the total population of students with disabilities, compared to 50.5 percent in 1990-91 (see figure 1.2). This growth has contributed markedly to the overall increase in the number of children identified with disabilities. During the last two school years, between 1989-90 and 1990-91, there was an increase of more than 81,000 (4.0 percent) students identified with SLD. This increase in the number of students with SLD represents well over half of the total numerical increase in students identified for all disabilities combined.

Speech or Language Impairments

A total of 990,186 children and youth were classified as having speech or language impairments (SLI) under both the Part B and Chapter 1 programs during the 1990-91 school year. The Part B program served 98.9 percent of these children. In contrast to the number of students served with specific learning disabilities, the number of students with SLI has decreased by more than 192,000 (16.4 percent decrease) since 1976-77. Students with SLI constituted 35.6 percent of all students with disabilities in 1976-77, but just 23.4 percent in 1990-91. However, between 1989-90 and 1990-91 there was an increase of 16,298 (1.7 percent) students classified as having speech or language impairments. Moreover, there was an increase of more than 10,000 students in this classification between 1988-89 and 1989-90. Thus, a reversal of the longitudinal trend has occurred in recent years. Analyses of specific age year data trends suggest that these recent increases have primarily occurred at the elementary school level. Between 1988-89 and 1990-91, the largest increases occurred for students 8 years old (3,000), 9 years old (7,300), 10 years old (8,500), and 11 years old (3,700).

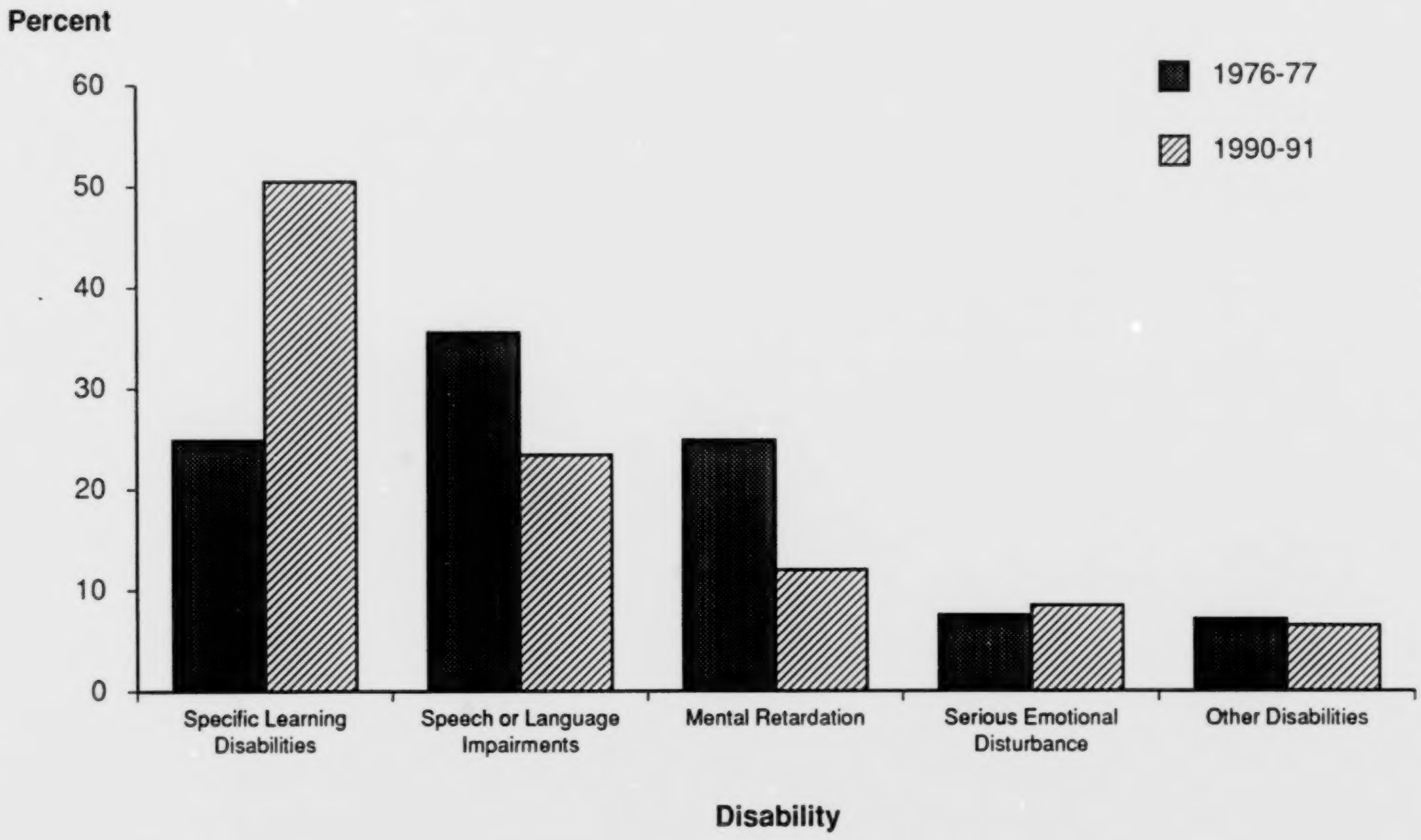
The overall longitudinal decrease in the population of students with SLI is probably due to several factors, including: (1) a current trend to identify students with language disorders as having specific learning disabilities, rather than having speech or language impairments; (2) greater availability of speech and language remediation services within the regular education delivery system; and (3) identification procedures of speech and language disorders which are both more accurate and discriminating (American Speech-Language-Hearing Association, personal communication, March 3, 1990).

Mental Retardation

Under both the IDEA, Part B and Chapter 1 programs, 552,658 children and youth, age 6-21, were classified as having mental retardation (MR) during the 1990-91 school year. The Part B program served approximately 90 percent of these children. The number of children with mental retardation served under the Part B program has declined dramatically since 1976-77, from approximately 820,000 to approximately 500,000, representing a 39 percent decrease. In 1976-77, students with MR constituted 24.9 percent of all students with disabilities served under Part B, compared to just 12.0 percent in 1990-91. Between 1989-90 and 1990-91, the number of students with MR declined by approximately 4,800 (1.0 percent decrease). The longitudinal decrease in

FIGURE 1.2

Changes in the Distribution of Specific Disabilities for Children Age 6-21
Served Under IDEA, Part B: School Years 1976-77 and 1990-91



Source: U.S. Department of Education, Office of Special Education Programs,
Data Analysis System (DANS).

the number of students identified with MR is believed to be due to a number of factors, including: (1) more stringent classification criteria; (2) court rulings that found that discriminatory assessment and classification procedures had resulted in the inappropriate classification of minority group children as having mental retardation; and (3) a tendency, on the part of both professionals and parents, to classify children and youth with mild to moderate cognitive deficits as children with specific learning disabilities rather than children with MR. Extensive discussions regarding factors and reasons for this decline were provided in the *Twelfth and Thirteenth Annual Reports to Congress* (U.S. Department of Education, 1990; U.S. Department of Education, 1991).

Serious Emotional Disturbance

In 1990-91, a total of 392,559 children and youth, age 6-21, were served with serious emotional disturbance (SED) under the Part B and Chapter 1 programs combined. The Part B program served approximately 90 percent of these children. Since 1976-77, the number of students in this category has grown by more than 110,000 (45 percent). An increase of almost 17,000 (5.0 percent) students occurred between the 1989-90 and 1990-91 school years. As a percentage of all students with disabilities, however, the number of students with SED, served under Part B, has increased only slightly, from 7.5 percent in 1976-77 to 8.5 percent in 1990-91. Several observers contend that students with SED are underidentified (Cullinan, Epstein, & Kauffman, 1984; Kauffman, 1989). Possible reasons for underidentification include: (1) reluctance, by both parents and professionals, to use the serious emotional disturbance label because it is often viewed pejoratively; and (2) certain characteristics of serious emotional disturbance (e.g., withdrawal, depression) may be overlooked in school settings.

There exists large variability across States in the percentage of students identified with serious emotional disturbance (see table AA23 in Appendix A). State variation may be due to a number of factors including differing identification criteria for SED, policy and programmatic differences and differences in data reporting practices.

Other Disabilities

The remaining disabilities of multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, and deaf-blindness account for just 6.5 percent of all students with disabilities combined. Under both Part B and Chapter 1 programs, approximately 98,000 students with multiple disabilities, 59,000 students with hearing impairments, 49,000 students with orthopedic impairments, 56,000 students with other health impairments, 24,000 students with visual impairments, and 1,500 students with deaf-blindness were served during the 1990-91 school year.

DEMOGRAPHIC PROFILE OF YOUTH WITH DISABILITIES

A demographic profile of secondary school-age youth (age 13-21) with disabilities, based on a nationally representative sample, is available from findings of the National Longitudinal Transition Study of Special Education Students (NLTS). OSEP contracted with SRI in 1987 to begin a multi-year national study of the secondary school programs, related services, social integration, educational achievements, postsecondary and employment experiences, and demographic characteristics of youth with disabilities.

This section presents a brief discussion of demographic data of secondary school youth with disabilities including gender, race, socioeconomic, and family characteristics, as well as functional ability levels and adaptive behavior. Comparisons of youth with disabilities to the general population of youth, where possible, and comparisons among disabilities on these variables are made. The comparisons between students with disabilities and the general population of students rely on the use of different databases, as noted in the appropriate tables.

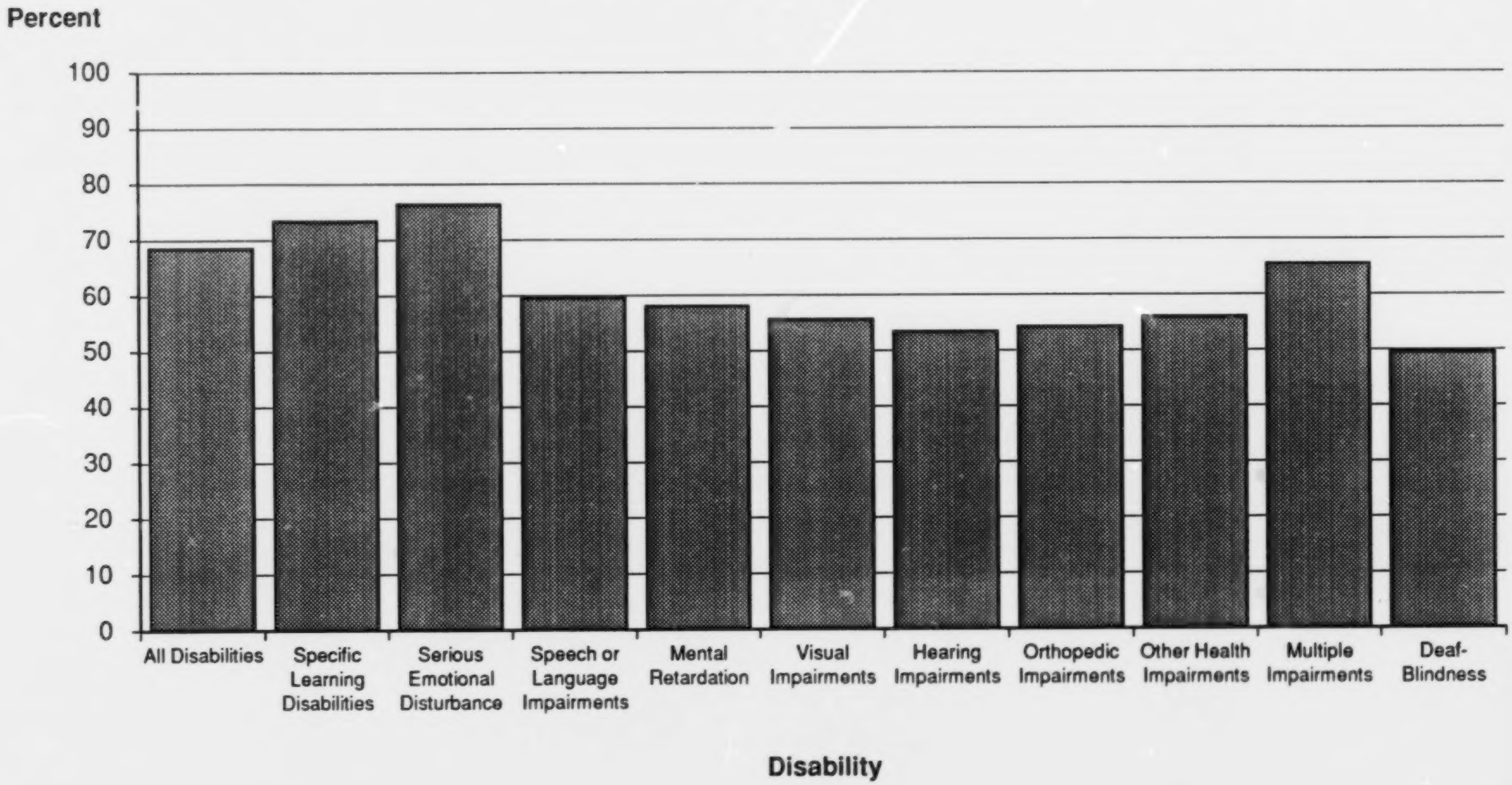
Gender differences. The NLTS found that secondary school youth with disabilities were disproportionally male. The percentage of youth without disabilities who are male is 49.7 (Center for Education Statistics, 1987). Figure 1.3 displays the percentage of male youth in all disabilities combined and in each disability. More than two-thirds (68.5 percent) of all secondary school students with disabilities were male, which in large part is a function of the high disproportion of males in the high incidence disabilities of specific learning disabilities (73.4 percent) and serious emotional disturbance (76.4 percent). High disproportion of males is also fairly pronounced in the categories of speech or language impairments (59.5 percent), mental retardation (58 percent), other health impairments (56 percent), and multiple disabilities (65.4 percent). Disability categories where male disproportion is less pronounced include visual impairments (55.6 percent), hearing impairments (53.4 percent), and orthopedic impairments (54.2 percent). Only in the category of deaf-blindness (49.5 percent) does the proportion of males approximate the same proportion of the general population of youth.

The reasons for the high disproportion of males in the various disability categories are not straightforward. There is some evidence, however, that suggests that boys exhibit greater vulnerability than girls to a number of genetically determined maladies and are more prone to developmental lags (Morgan, 1979), which may result in actual disabilities. Rutter and Yule (1975) have reported that reading disabilities are more likely in boys than girls. Blom (1971) contends, however, that while many studies of American students have found higher incidence of reading disabilities among males, evidence from studies in other countries does not show such disproportion.

It has been suggested that sex bias may occur in the diagnosis and classification of students with disabilities. Two studies, which found a substantial high disproportion of males in the specific learning disability category, investigated this issue. Evidence of sex bias in the diagnostic placement procedures of students with learning disabilities was found in the Leinhardt, Seewald, and Zigmond (1982) study but not in the Clarizio and Phillips (1986) study. Differences in methodological procedures may have been the reason for the disparate results.

FIGURE 1.3

Percentage of Youth Age 13 - 21 with Disabilities who are Male



NOTE: Data are from the National Longitudinal Transition Study of Special Education Students.

Specific research focused on reasons for differences in identification rates between males and females in the other disabilities has not been conducted.

Socioeconomic and family characteristics. Youth with disabilities are much more likely to live in single parent families and in families characterized by lower socioeconomic status than the general population of youth. Table 1.4 shows that approximately 37 percent of youth with disabilities lived in single parent families, compared to approximately 30 percent for the general population of youth. In addition, only 23 percent of the heads of household of youth with disabilities had completed at least some college coursework, compared to 35 percent of household heads of the general population of youth. Finally, table 1.4 shows that over two-thirds of youth with disabilities lived in families with household incomes below $25,000, compared to just 55 percent of youth in general.

These socioeconomic differences between youth with disabilities and the general population may place those with disabilities at an educational disadvantage. For example, the effects of a single-parent home, compared to a two-parent home, on the school performance of children may be related to poorer school performance, although the research evidence in this area is not conclusive. Some research, for example, suggests that children from single-parent homes are more likely to exhibit behavioral and academic problems (Allen & Tadlock, 1986; Dawson, 1981). However, the results of other studies have suggested that income level of the family and gender of the child may be better predictors of school performance (Patterson, Kupersmidt, & Vaden, 1990; Roddy, 1984).

It may be more difficult for single-parent families to provide the same level of involvement in school activities and students' homework as would be the case in families with two parents. Thus, students with disabilities may receive less parental supervision and involvement in school-related activities than their nondisabled peers. This is particularly troublesome since students with disabilities, in general, probably need more parental involvement.

The lower education attainment level of heads of household for students with disabilities may be accompanied by a lower value placed on education in these families, resulting in less parental involvement and interest in school programs. Parents with lower educational attainment levels may offer less encouragement and support for their child to achieve, complete high school, or engage in postsecondary education (Eagle, 1989; O'Connor & Spreen, 1988). It is also possible that parents with less educational attainment would have greater difficulty assisting their children, especially those in secondary school, with schoolwork.

Educational disadvantage may also result for students with disabilities as they are disproportionally from families with lower household income. Families with lower household income may have greater economic stresses, which, in turn, may interfere with attention being paid to educational concerns. While the NLTS data on household income does not provide information regarding the percent of youth living in families in poverty, the NLTS data that are available suggest that youth with disabilities are probably more likely to be in such families than youth in general. Research has shown that children living in very low socioeconomic families or in poverty are likely to receive poor health care and nutrition. Poor health care and nutrition have

TABLE 1.4

Comparison of Secondary School Youth with Disabilities and the General Population of Youth on Socioeconomic Factors

Socioeconomic Factors	Youth with Disabilities	General Population of Youth
In single-parent family	36.8[a]	29.7[b]
Highest education of household head		
Less than high school	41.0	31.1[c]
High school graduate	36.0	27.8
Some college/Two-year degree	14.0	20.9
College degree or more	8.9	13.6
Annual household income		
Less than $25,000	67.7	55.0[d]
$25,000 or more	32.2	45.1

[a] NLTS data from parent interviews.

[b] U.S. Bureau of the Census, 1988, p. 21 (includes youth 15 to 17 years old).

[c] Center for Education Statistics, 1987, p. 8, 1-2,3 (sophomore cohort, base year).

[d] U.S. Bureau of the Census, 1987, p.3.

been shown to be related to increased occurrences of developmental delays and disabilities (Children's Defense Fund, 1991).

In summary, students with disabilities are likely to encounter greater challenges to school success because they are more likely than their nondisabled peers to live in single-parent homes and households with lower incomes and lower education attainment levels.

Racial differences. The racial distribution of youth with disabilities differs from that of youth in the general population. Table 1.5 indicates, that for all disabilities combined, 65 percent are white, 24 percent are black, and 8 percent are Hispanic. In contrast, youth in general (i.e., sophomore cohort of a 1987 Center for Education Statistics sponsored study) are 70 percent white, 12 percent black, and 13 percent Hispanic. Thus, youth with disabilities are twice as likely to be black, substantially less likely to be Hispanic, and only slightly less likely to be white than the total population of youth. Furthermore, within the disability population, racial disproportions are even more pronounced for certain disabilities (see figure 1.4). In particular, black youth are more highly represented in every disability category, and this disproportionality is most substantial in the categories of speech and language impairments, mental retardation, serious emotional disturbance, visual impairments, and deaf-blindness. It is possible that black youth were more likely than their white counterparts to have experienced poor prenatal, perinatal, or postnatal health care and early childhood nutrition which may have resulted in actual disabilities.

In general, there is a low disproportion of Hispanic youth among all disabilities combined and several specific disabilities. Low disproportion is particularly evident for the disabilities of SLD, MR, and SED. Interestingly, there is high disproportion of Hispanic youth in the other health impairments category. The reason for high disproportion in this area is not clear, however.

It bears noting that the NLTS found that 57 percent of black youth, 49 percent of Hispanic youth, and 25 percent of white youth were members of households with annual incomes below $12,000. Since low socioeconomic status is probably related to incidence of disability, it might be expected that black and Hispanic children would be more likely to be identified with a disability. The disability incidence data, however, suggest that this is only the case for black children.

The reasons for high disproportion of black children in special education has been an issue of national concern and debate. Congress, in its conference report on P.L. 101-476, suggested that the use of standardized assessment instruments which are racially biased are, at least in part, responsible. Some observers contend that school professionals are more likely to refer and place minority and poor children in special education because of lower expectations regarding the educability of these children. Other observers have noted, however, that it is logical to expect a disproportionate number of poor, minority children being placed in special education given that these children are more likely to have experienced poor prenatal and early childhood nutrition and health care, resulting in actual disabilities (Education of the Handicapped Supplement, August 28, 1991).

TABLE 1.5

Racial Characteristics of Secondary School Youth with Disabilities

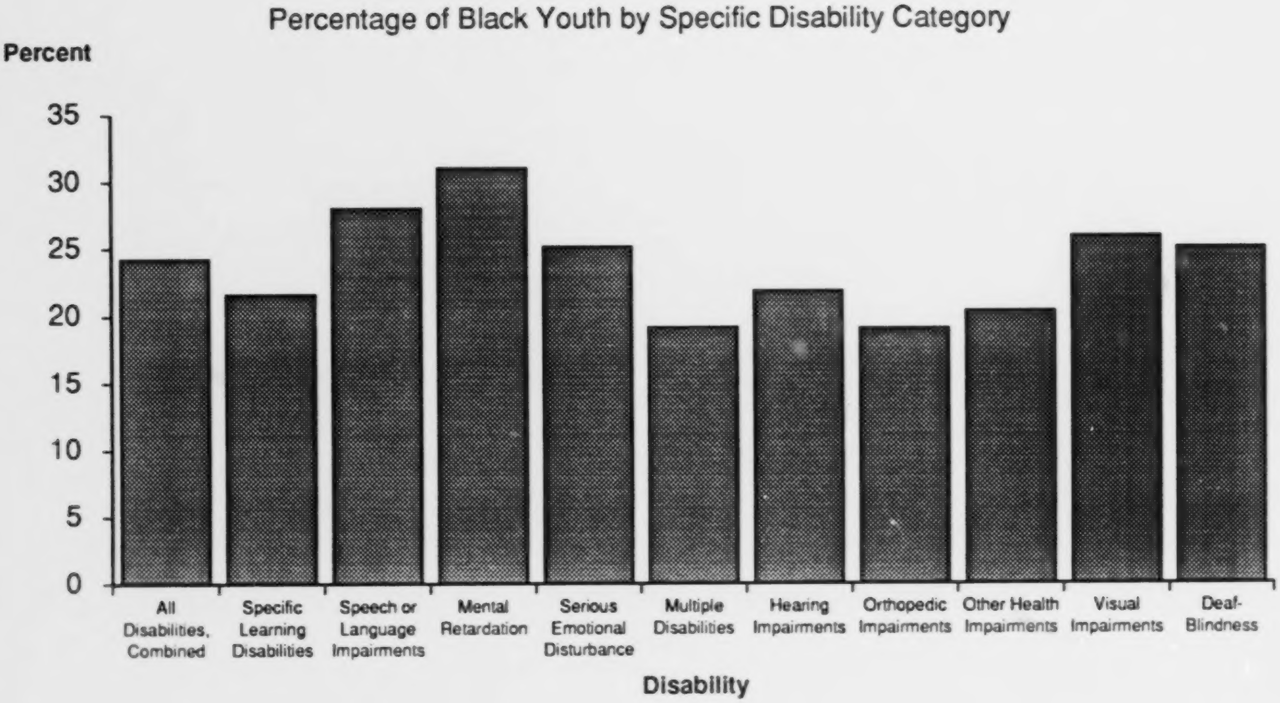
Disability	Race			
	White	Black	Hispanic	Other
Specific learning disabilities	67.2	21.6	8.4	2.8
Speech or language impairments	54.2	28.0	14.2	3.6
Mental retardation	61.0	31.0	5.6	2.4
Serious emotional disturbance	67.1	25.1	6.0	1.8
Multiple disabilities	65.6	19.1	12.1	3.2
Hearing impairments	63.0	21.8	11.5	3.7
Orthopedic impairments	63.1	19.0	15.1	2.8
Other health impairments	54.2	20.3	22.5	3.0
Visual impairments	63.6	25.9	8.1	2.4
Deaf-blindness	67.0	25.0	5.8	2.2
All conditions	65.0	24.2	8.1	2.7

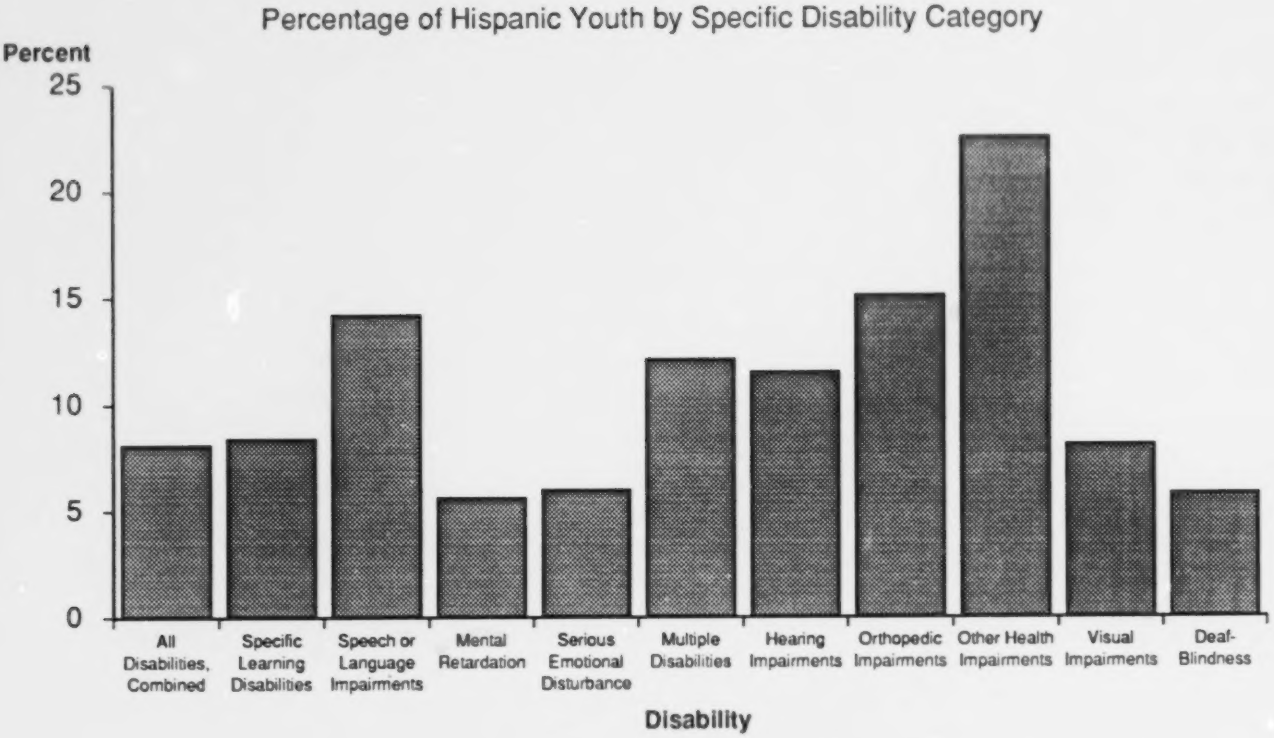
Source: Parent interviews from the NLTS.

Notes: Data collected 1987.

"Other" Race includes American Indian/Alaska Native, Asian/Pacific Islander, and Other.

FIGURE 1.4





NOTES: Data for students without disabilities are from the National Center for Education Statistics. Data for students with disabilities are from the National Longitudinal Transition Study of Special Education Students.

Functional skills and adaptive behavior. The various disability labels denote approximations of abilities, skills, and behaviors. The functional levels of students with disabilities can provide a richer description of the characteristics that are typical of the various disabilities. The NLTS collected information on the self-care skills, functional abilities, and IQ (intelligence quotient) scores of secondary school youth with disabilities. Information on self-care skills was collected from parents who were asked to rate how well their child performed three self-care skills independently: dressing oneself, feeding oneself, and getting around to places outside the home. Information on functional abilities was also collected from parents, who were requested to report how well their child independently performed the higher functioning skills of looking up a telephone number and using the phone, telling time on a clock with hands, reading common signs, and counting change. Rating categories for both self-care skills and functional abilities included "very well, pretty well, not very well, not at all well." Finally, NLTS collected IQ data from students' school records.

Table 1.6 presents the percentage of parents reporting their child as performing "very well" with self-care skills and functional abilities. A large majority (86 percent) of all students with disabilities performed basic self-care skills very well, according to parents. Most students with disabilities appear to have mastered these basic skills. However, students with more severe disabilities (e.g., multiple disabilities and deaf-blindness) performed less well with these skills.

Youth with disabilities appear to have substantially more difficulty with functional skills, according to parents, with only 40 percent reporting that their children performed very well on these skills. While students with some disabilities were rated somewhat higher than the average (all disabilities combined), in most cases (except for speech or language impairments), less than half were rated as performing these skills very well. Much lower proportions of students with more severe disabilities (e.g., multiple disabilities and deaf-blindness) were rated as performing functional abilities very well. The poor performance of many youth with disabilities on these self-care and functional skills is problematic since these skill areas are important for independent living.

Data on IQ scores indicate that youth with disabilities score, generally, just over 20 points below the average IQ of 100 (see figure 1.5). Students with specific learning disabilities, serious emotional disturbance, visual impairments, deafness, and hearing impairments had the highest IQs, while students with mental retardation, multiple disabilities, and deaf-blindness had the lowest. The IQ data suggest that students classified with disabilities that are non-cognitive in nature (e.g., SED, visual impairments, orthopedic impairments) are very likely to have cognitive deficits. In such cases, the cognitive deficits are secondary to the student's primary disability. The IQ data highlight the point that many students with disabilities may have one or more challenges beyond their primary disability.

For several of the disabilities, there exists a straightforward relationship between self-care skills, functional abilities, and IQ scores (e.g., high scores in one area are related to high scores in the other two areas). For example, students with SLD scored above the average (all disabilities combined) for self-care skills, functional abilities, and IQ scores. For students with speech or language impairments, however, their average IQ score of 81 differs little from the average for

TABLE 1.6

Functional Levels of Secondary School Youth with Disabilities

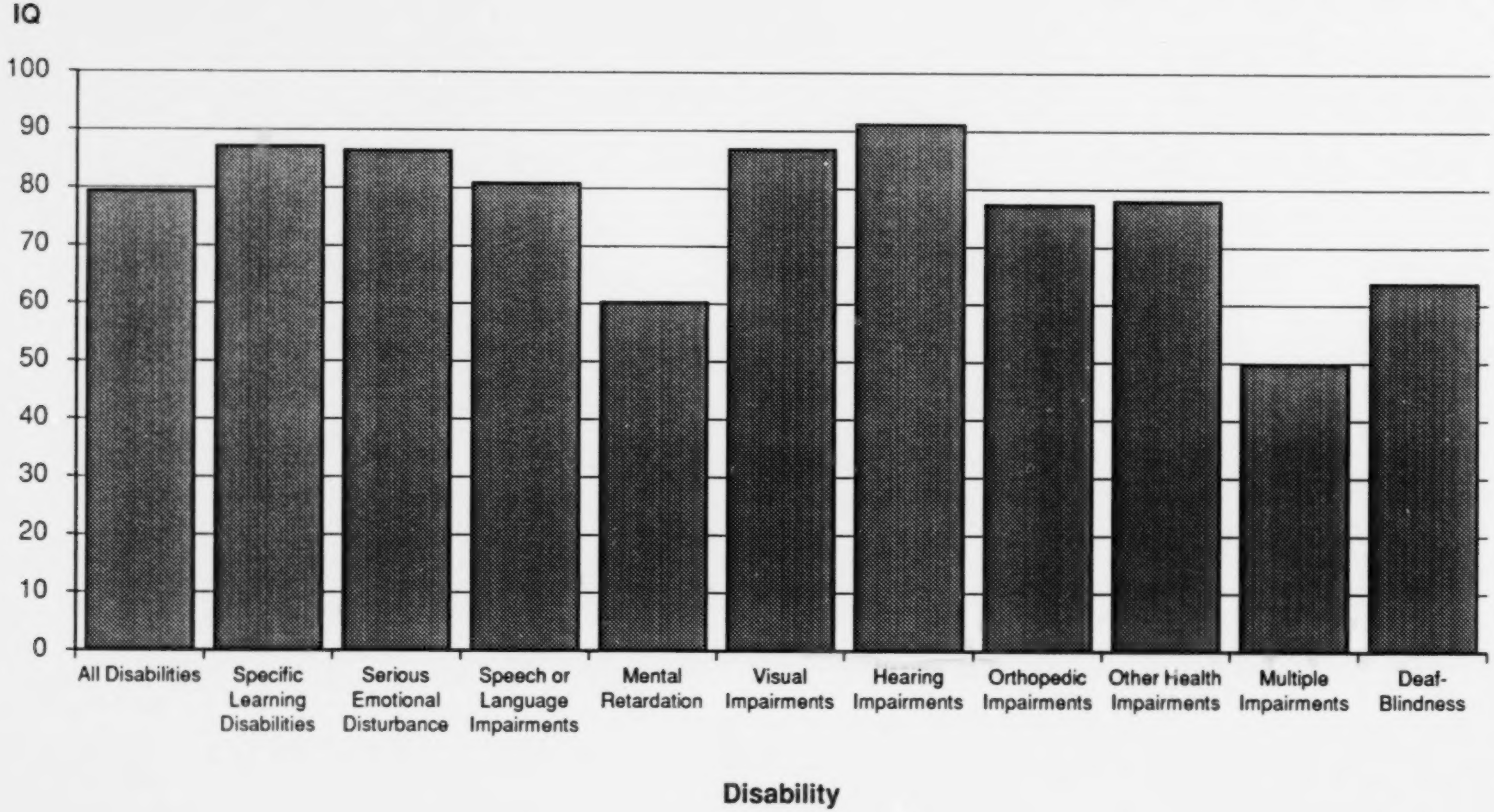
Disability	Percent with Parents Reporting Youth Perform Very Well:		Sample Size	Youth's IQ	
	Self-Care Skills	Functional Abilities		Mean	Sample Size
Specific learning disabilities	95.4 (1.0)*	46.0 (2.4)	912	87.1 (0.7)	748
Serious emotional disturbance	94.1 (1.4)	49.7 (2.9)	593	86.4 (1.1)	427
Mental retardation	67.4 (2.1)	22.5 (1.9)	860	60.2 (0.8)	803
Speech or language impairments	91.8 (1.9)	54.3 (3.5)	452	80.8 (1.7)	212
Visual impairments	51.6 (3.5)	21.5 (2.9)	695	86.7 (2.0)	465
Deafness	83.4 (2.3)	34.0 (2.9)	743	93.0 (1.5)	468
Hard of hearing	92.3 (1.9)	43.3 (3.5)	659	89.1 (1.7)	338
Orthopedic impairments	42.3 (3.4)	40.2 (3.4)	628	77.3 (1.7)	355
Other health impairments	65.3 (3.5)	48.4 (3.7)	411	77.9 (2.8)	143
Multiple disabilities	34.5 (3.8)	8.4 (2.2)	559	49.8 (2.4)	396
Deaf/blindness	21.0 (6.4)	5.3 (3.5)	74	63.7 (6.6)	28
All conditions	86.4 (.9)	40.4 (1.3)	6,586	79.3 (0.6)	4,383

Source: Functional levels were reported in parent interviews from NLTS. IQ scores came from students' school records.

*Standard errors are in parentheses.

FIGURE 1.5

Average IQ of Youth Age 13 - 21 with Various Disabilities



NOTE: Data are from the National Longitudinal Transition Study of Special Education Students.

all disabilities, yet their self-care skills and functional abilities ratings are higher than that for all disability conditions. Students with visual impairments had higher IQs than average, but lower self-care and functional skills. These differences highlight the point that much variation in skills and abilities exist across the different disabilities.

EDUCATIONAL PLACEMENTS OF STUDENTS WITH DISABILITIES

In accordance with Section 618 of the Individuals with Disabilities Education Act (IDEA), the Office of Special Education Programs (OSEP) collects annual data from States and Outlying Areas on the number of students with disabilities served in six educational environments: regular class, resource room, separate class, separate school facility, residential facility, and homebound/hospital placements.[4] In addition, OSEP collects a duplicate count of the number of students with disabilities served in correctional facilities and parent-initiated private school placements.[5] The six main educational environments are defined in the following manner:

- *Regular class* includes students who receive a majority of their education in a regular classroom and receive special education and related services outside the regular classroom for less than 21 percent of the school day. It includes children placed in a regular class and receiving special education within the regular class as well as children placed in a regular class and receiving special education outside the regular class.

- *Resource room* includes students who receive special education and related services outside the regular classroom for 21 percent to 60 percent of the school day. This may include students placed in resource rooms with part-time instruction in a regular class.

- *Separate class* includes students who receive special education and related services outside the regular classroom for more than 60 percent of the school day. Students may be placed in self-contained special classrooms with part-time instruction in regular classes or placed in self-contained classes full-time on a regular school campus.

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[4] The separate school facility category represents combined categories of public and private school facilities, and the residential facility category represents combined categories of public and private residential facilities.

[5] These students are reported twice, once by educational placement (e.g. regular classroom, resource room) and once under correctional facilities or parent-initiated private placements.

- *Separate school facility* includes students who receive special education and related services in separate day schools for students with disabilities for greater than 50 percent of the school day.

- *Residential facility* includes students who receive education in a public or private residential facility, at public expense, for greater than 50 percent of the school day.

- *Homebound/hospital environment* includes students placed in and receiving special education in hospital or homebound programs.

IDEA and its implementing regulations require that each student have an individualized education program (IEP) that defines appropriate educational services. An educational placement, selected from a continuum of alternatives is selected to provide appropriate services in the setting that meets each student's individual educational needs and to offer the greatest opportunity for interaction with students who do not have disabilities.

This section presents a discussion of the 1989-90 placement data for all disabilities combined. State variability in placement patterns is briefly discussed. Placement data for each individual disability are also presented. Interwoven in this discussion are the results of an analysis of national data trends over time. These analyses were conducted to determine the extent to which integration of students with disabilities with their nondisabled peers has occurred over time (for a more detailed discussion, see Sawyer & Winglee, 1992). These analyses investigated change in: (1) regular school placements (regular class, resource room, and separate class combined) from 1977-78 to 1989-90 for all disabilities; (2) classroom level placements (regular class/resource room combined and separate class) since 1985-86 for all disabilities; and (3) separate facility placements (separate schools and residential facilities) for low incidence disabilities since 1985-86. Tables 1 and 2 in Appendix I and table 1.8 in this chapter, provide the percentages of students served in these placement categories across school years, and changes in these percentages.

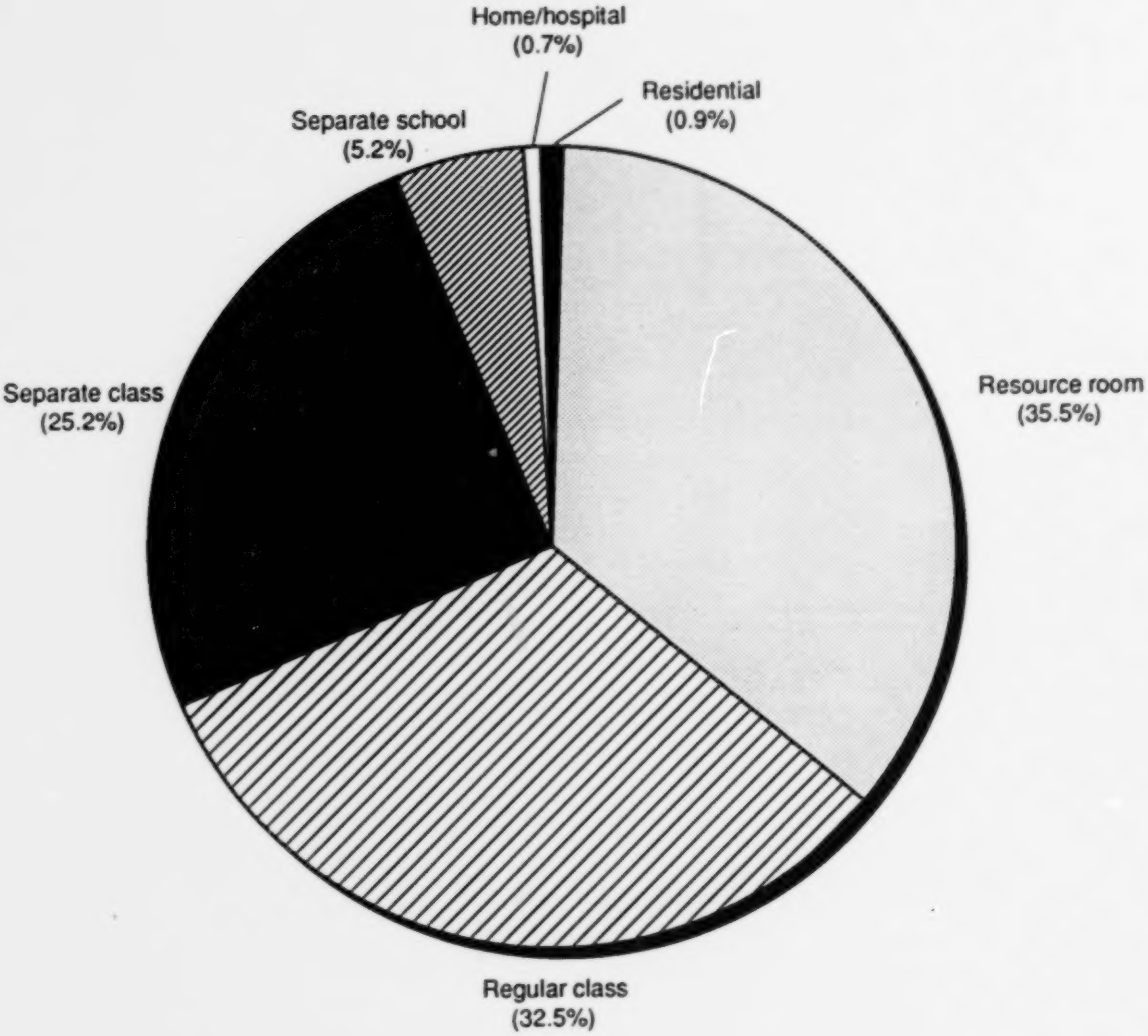
Placement Data for School Year 1989-90--All Disabilities

During the 1989-90 school year, approximately 93 percent of students with disabilities, age 3-21, received their educational and related services in regular school buildings with students without disabilities. At the classroom level, 32.5 percent were served in regular classrooms, 35.4 percent were served in resource rooms, and 25.2 percent were served in separate classes. The remaining 7 percent of students received their educational services in public and private separate school facilities (5.2 percent), public and private residential facilities (0.9 percent), and homebound/hospital settings (0.7 percent) (see figure 1.6).

State Variability in Placement Patterns. As reported extensively in previous annual reports, placement patterns vary considerably across States. This variability is evident in Appendix tables AB1 through AB6. This State variability is likely due to a number of factors including: actual differences in the populations and needs of students, the roles of private schools

FIGURE 1.6

Percentage of All Students with Disabilities Age 3-21 Served in Six Educational Placements: School Year 1989-90



NOTES: Includes data from 50 States, the District of Columbia, and Outlying Areas. Separate school includes both public and private separate school facilities. Residential includes both public and private residential facilities.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

and separate facilities in the State, different State reporting practices and interpretations of Federal data collection forms, and State special education funding formulas.

Placement Patterns by Disability

Educational placements vary by disability due, in part, to the different needs of students and services delineated in the students' IEPs. Placement data by disability are only collected for students age 6-21.[6] In general, students with mild to moderate disabilities (e.g., specific learning disabilities, speech or language impairments), are served in less restrictive placements (e.g., regular classes, resource rooms), while students with more severe disabilities (e.g., deaf-blindness, multiple disabilities) are served in more restrictive placements (e.g., separate schools, residential facilities).

This subsection discusses the educational placement of students with each disability and changes in those placements over time.

Specific Learning Disabilities. As table 1.7 shows, approximately 77 percent of students with specific learning disabilities received their educational services in the combined placements of regular classes and resource rooms.

The percentage of children with specific learning disabilities served in regular schools from 1977-78 through 1989-90 (see figure 1.7 and table 1 in Appendix I) and the percentage served in regular class/resource rooms and separate classes (see table 1.8) has changed very little over time. Regular school placement trends for students with SLD indicate that these students have been highly integrated since 1977-78. However small, the decrease in the regular class/resource room proportion of students with SLD shown in table 1.8 is surprising given the recent movement toward enhancing classroom integration for these students.

Speech or Language Impairments. Students with speech or language impairments are the most highly integrated of all students with disabilities; 76.8 percent were served in regular classroom placements in 1989-90 and another 17.7 percent were served in resource rooms.

As with students with specific learning disabilities, the percentage of students with speech or language impairments served in regular schools from 1977-78 through 1989-90 (see figure 1.7 and table 1 in Appendix I) and the percentage served in regular class/resource rooms and separate classes shows very little change (see table 1.8). Regular school placement trends for students with SLI indicate that these students have been highly integrated since 1977-78. Since 1985, a large majority of students with SLI have received their educational services in either regular classes or resource rooms. The small proportion served in separate classes probably represents, in general, students with more severe language delays and disabilities.

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[6] Data are not collected for students age 3-5 by disability as a result of the 1986 Amendments to EHA, now IDEA; only the total number of students served in each educational environment is collected.

TABLE 1.7

Percentage of Students Age 6-21 Served in Different Educational Environments by Disability: School Year 1989-90

Disability	Educational Environments					
	Regular Class	Resource Room	Separate Class	Separate School	Residential Facility	Homebound/ Hospital
Specific learning disabilities	20.7%	56.1%	21.7%	1.3%	0.1%	0.1%
Speech or language impairments	76.8	17.7	3.8	1.5	0.1	0.1
Mental retardation	6.7	20.1	61.1	10.3	1.4	0.4
Serious emotional disturbance	14.9	28.5	37.1	13.9	3.6	2.0
Hearing impairments	27.0	18.2	31.7	10.6	12.3	0.2
Multiple disabilities	5.9	14.3	43.7	29.5	3.9	2.7
Orthopedic impairments	29.6	18.9	34.7	9.9	1.0	5.9
Other health impairments	31.2	22.3	24.6	7.8	1.0	13.1
Visual impairments	39.3	23.7	21.1	4.5	10.8	0.6
Deaf-blindness	8.0	16.3	29.9	16.6	28.4	1.0
All disabilities	31.5	37.6	24.9	4.6	0.9	0.6

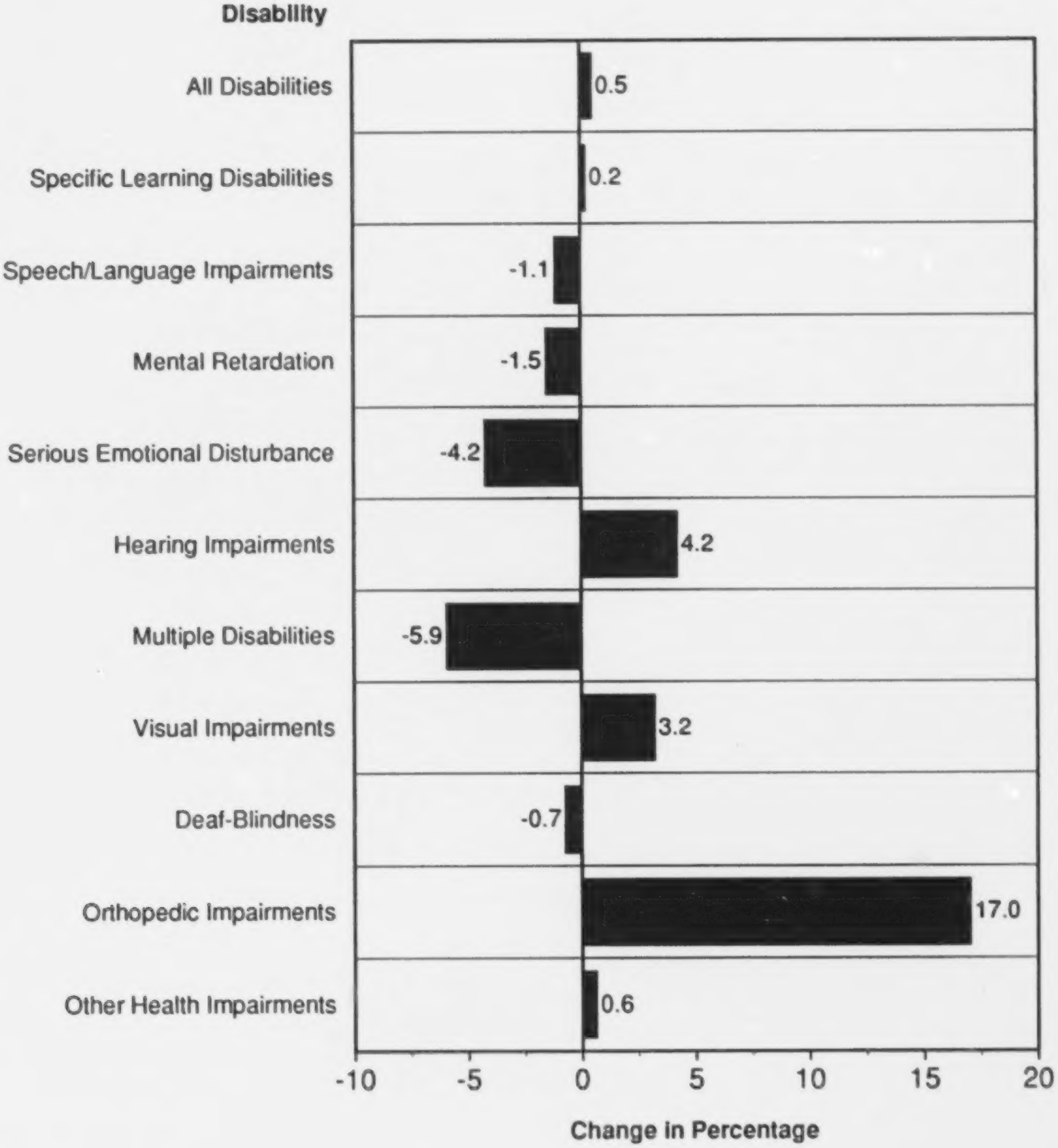
Notes. Includes data from 50 States, the District of Columbia, and Outlying Areas.

Educational placements for children age 3-5 are not reported by disability.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

FIGURE 1.7

Change in Percentage of Students with Disabilities Served in Regular Schools: School Years 1977-78 to 1989-90



Notes: Regular school includes regular class, resource room and separate class.
Data are for students 6-21 years old, served under IDEA, Part B and Chapter 1 of ESEA (SOP).
Data for Deaf-Blindness and Multiple Disabilities are from 1981-82 to 1989-90.

TABLE 1.8

Percentage of Children With Various Disabilities Served in Different Regular School Classroom Environments: School Years 1985-86 to 1989-90

Classroom Environments	Disability	1985-86	1986-87	1987-88	1988-89	1989-90	Percentage Change
Regular Class/Resource Room Combined	All Disabilities Combined	69.0	69.2	69.0	69.6	69.2	+0.2%
	Specific Learning Disabilities	77.8	76.8	76.7	77.5	76.8	-1.0%
	Speech or Language Impairments	94.7	93.9	94.6	94.6	94.6	-0.1%
	Mental Retardation	28.8	29.8	29.2	28.0	26.5	-2.3%
	Serious Emotional Disturbance	44.1	46.0	45.5	44.2	43.5	-0.6%
	Hearing Impairments	43.8	46.9	45.4	48.2	45.3	+1.5%
	Multiple Disabilities	20.6	24.3	20.1	21.4	20.5	-0.1%
	Visual Impairments	62.6	62.3	63.1	65.0	62.8	+0.2%
	Deaf-Blindness	26.0	26.1	15.2	17.0	24.6	-1.4%
	Orthopedic Impairments	48.0	47.5	45.7	47.8	48.6	+0.6%
	Other Health Impairments	47.6	59.0	51.5	50.3	53.4	+5.8%
Separate Class	All Disabilities Combined	24.4	24.8	24.7	24.2	24.8	+0.4%
	Specific Learning Disabilities	20.8	21.2	21.8	21.0	21.7	+0.9%
	Speech or Language Impairments	3.7	4.1	3.8	3.8	3.8	+0.1%
	Mental Retardation	57.3	58.4	58.0	58.3	61.5	+4.2%
	Serious Emotional Disturbance	36.1	36.8	34.5	35.8	37.1	+1.0%
	Hearing Impairments	32.5	32.9	35.1	33.4	31.6	-0.9%
	Multiple Disabilities	44.5	48.6	46.6	46.8	44.1	-0.4%
	Visual Impairments	19.2	21.9	21.0	20.6	21.3	+2.1%
	Deaf-Blindness	22.2	37.5	36.9	29.6	30.4	+8.2%
	Orthopedic Impairments	31.0	33.4	32.0	33.7	35.0	+4.0%
	Other Health Impairments	24.8	19.9	18.8	19.6	24.5	-0.3%

Note: Data are for students, 6-21 years old, served under IDEA, Part B and Chapter 1 of ESEA (SOP).

Mental Retardation. Compared to all students with disabilities, students with mental retardation were more likely to receive their educational services in more restrictive placements. Separate classroom placements served the majority of students with mental retardation.

While regular school placements have decreased slightly since 1977-78 for students with MR (table I.1 in Appendix I), a reversal of this trend began in 1985-86. Since that time, the percentage of students with mental retardation served in regular school has increased by 1.9 percent. However, the recent improvement is not sufficient to counteract the ten-year overall trend of decreased school level integration.

In terms of classroom level placements, regular class/resource room placements for students with MR decreased by more than 2 percent over the past five years while separate class placements increased by more than 4 percent (table 1.8). If regular school placements for these students remain constant or even improve over the next several years, more integration at the classroom level may also occur.

Greater integration of students with MR may not have occurred over time because of the possibility that some children with mild mental retardation may now be declassified and some children with mild to moderate mental retardation may now be classified with another disability (e.g., SLD). If this is the case, the population of students with MR in recent years may represent students with more severe disabilities who have historically been served in more restrictive placements.

The longitudinal and more recent absence of increased integration of students with MR could be due to the perception by school personnel that the cognitive deficits of students with MR are difficult to accommodate in regular classes. Research has shown that regular education teachers (i.e., regular class teachers) may lack the skills and willingness to teach children with moderate and severe disabilities (e.g., Davis, 1989; Gans, 1987). Special education resource room teachers may also believe they lack the skills, training, or resources to accommodate these children.

Serious Emotional Disturbance. In 1989-90, students with SED were most frequently served in separate classroom placements, 37.1 percent, with 14.9 percent served in regular classrooms and 28.5 percent served in resource rooms.

The percentage of students with SED served in regular schools decreased over the past 12 years (-4.2 percent) (see table I.1 in Appendix I). This decrease, however, occurred from 1977-78 to 1985-86 and there has been little change since 1985-86. The regular class/resource room percentages for students with SED show virtually no change during the 1985-86 through 1989-90 period (see table 1.8). The regular school placement patterns of students with SED are similar to those for students with MR, but more pronounced; i.e., a longitudinal decrease in the proportion served in regular school buildings. It seems that the long-term trend toward more segregation for both of these groups has stopped in recent years. Perceptions of school personnel that the behavior problems of students with SED are difficult to accommodate in regular classes and resource rooms could impede increased integration.

Sensory Impairments. In 1989-90, students with visual and hearing impairments were spread somewhat evenly across the various placement options, with students with visual impairments somewhat more likely to be served in regular classes (39.3 percent) compared to students with hearing impairments (27 percent).

Regular school placements have increased substantially for students with hearing impairments (+4.2 percent) and visual impairments (+3.2 percent) since 1977-78 (table 1 in Appendix I). However, the classroom level placements for these students have shown virtually no change from 1985-86 to 1989-90 (see table 1.8). In addition, there has been little change in the percentages of students with hearing and visual impairments served in separate schools and residential facilities between 1985-86 and 1989-90; these percentages have all decreased by approximately 1 percent or less (see figure 1.8 and table I.2 in Appendix I).

The increased regular school placements for students with sensory impairments may have occurred because these students are usually less severely disabled than many other students with disabilities and, therefore, are more easily accommodated in regular school buildings. For example, the nature of sensory impairments, compared to emotional disturbance (students with SED) or significant cognitive impairments (e.g., students with MR) may be less challenging to regular school personnel. It is also possible that assistive technology and specialized personnel have become more available in regular school buildings. Another possible reason for the increased school level integration may be that, since 1977-78, increasing numbers of students with mild sensory impairments have been identified for special education services, and placed in less restrictive environments.

At both the school and classroom levels, students with visual impairments are more highly integrated than students with hearing impairments. These differences may be due, in part, to the fact that separate schools for the deaf have traditionally been strongly supported as an essential component of deaf culture (National Council on Disability, 1989).

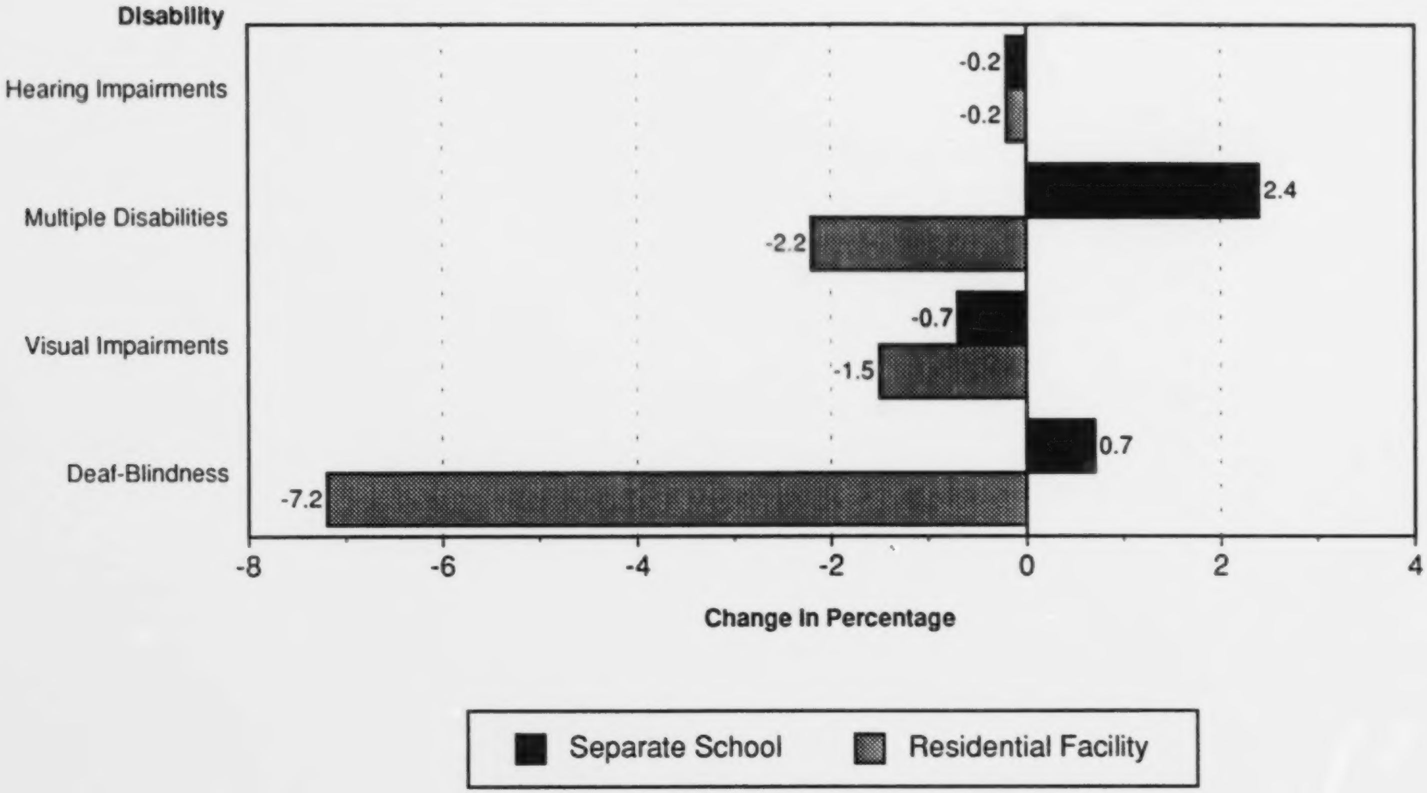
Multiple Disabilities and Deaf-Blindness. Students with these severe disabilities are most likely to be served in separate class and separate school facilities. Forty-four percent of students with multiple disabilities are served in separate classes; 29.5 percent are served in separate schools. For students with deaf-blindness, separate classes are most common, serving 29.9 percent of students, followed by residential facilities that serve 28.4 percent of students with deaf-blindness.

The regular class/resource room and separate class percentages for students with multiple disabilities have shown virtually no change since 1985-86 (see table 1.8). Changes in classroom-level placements have been more pronounced for students with deaf-blindness. The percentage change in separate classroom placements for students with deaf-blindness was +8 percent over the past five years.

For students with multiple disabilities, there was a 2 percent increase in separate school placements, and a corresponding 2 percent decrease in residential placements from 1985-86 to 1989-90 (see figure 1.8 and table I.2 in Appendix I). Separate school placements for students with

FIGURE 1.8

Change in Percentage of Students with Various Disabilities
Served in Separate Schools and Residential Facilities: School Years 1985-86 to 1989-90



Note: Data are for students, 6-21 years old, served under IDEA, Part B and Chapter 1 of ESEA (SOP).

deaf-blindness increased slightly, while their residential placements decreased by more than 7 percent.

Overall, regular schools appear to be accommodating larger proportions of students with deaf-blindness since 1985-86, especially in separate classes. These trends suggest that many school professionals and parents have sought to enhance the mainstream school experiences of these children and youth who typically have severe disabilities. Interestingly, similar trends have apparently not occurred for students with multiple disabilities. The reasons for the different placement trends for these two groups of students is not clear.

Orthopedic Impairments and Other Health Impairments. As might be expected, students with other health impairments and orthopedic impairments are much more likely than other students with disabilities to be served in homebound/hospital environments. However, separate classes were the most common placement for students with orthopedic impairments (34.7 percent). Regular classroom placements were most common for students with other health impairments (31.2 percent) (see table 1.7).

Over the past 12 years, the percentage of students with other health impairments served in regular schools has changed very little (table I.1 in Appendix I). On the other hand, the regular school placements have increased dramatically for students with orthopedic impairments (+17 percent). While the regular class/resource room percentages for students with orthopedic impairments changed only slightly, separate class percentages increased substantially, 4 percent. Regular class/resource room placements increased almost 6 percent for students with other health impairments, while separate classroom placements changed very little.

The longitudinal regular school integration pattern for students with orthopedic impairments over the past decade might be explained, in part, by the removal of physical barriers to and within school buildings.

The results of these analyses, taken together, suggest that regular school integration (for disabilities not already highly integrated) appears to be progressing, particularly for students with visual and hearing impairments, and orthopedic impairments. Students with visual impairments have also experienced more classroom level integration than students with other disabilities. For students with mental retardation and serious emotional disturbance, recent trends at both the school and classroom levels suggest a more stagnant pattern. Students with multiple disabilities and other health impairments have experienced a decrease in regular school placements, and students with deaf-blindness have also experienced more segregation at the classroom level. Some possible reasons for these and other placement trends have been discussed, but future studies could seek to explain these trends in more detail. For example, what school processes and variables account for differential integration trends? What is the exact role of severity of disability in determining placement patterns on a national basis? An actual cohort analysis of the placement trends of a representative sample of students could be helpful in answering these questions.

STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM

The Office of Special Education Programs began collecting data from States on the number of students age 14 and older exiting the education system in 1984-85. These data are reported by students' ages, disabilities, and basis of exit. Bases of exit include graduation with a diploma, graduation with a certificate, dropped out, reached maximum age for which services are available, and status unknown.[7]

This section includes an analysis of the number and percentage of students in all disabilities combined and each separate disability who exited school during the 1989-90 school year, a study of the OSEP exiting data and the OSEP Exiting Task Force activities and recommendations.

Exiting Patterns During the 1989-90 School Year

As indicated in figure 1.9, approximately 45 percent of exiting students with disabilities who exited during 1989-90 did so by receiving a diploma, while approximately 12 percent received a certificate. Twenty-seven percent of exiting students with disabilities dropped out of school, and another 13 percent exited with their exit status unknown. While the status unknown category should include only students who exited the education system, specific causes of departure could not be determined or were not known. OSEP sponsored research has shown that some States are including students who transferred to other school districts but were not known to be continuing their education; students who did not formally withdraw from school but simply stopped attending school; students who returned to regular education; and students who died. Just over 2 percent of students with disabilities exited school because they had reached the maximum age for which services are provided.

Exiting Patterns Across Disability for 1989-90

Approximately 57 percent of all exiting students with disabilities graduated with either a diploma or certificate in 1989-90. Table 1.9 shows the number and percentage of students in each of the disability categories exiting through the five bases of exit.

Specific Learning Disabilities. Youth with specific learning disabilities were slightly more likely to graduate than is the case for all disabilities combined. The percentage of exiting students with specific learning disabilities who dropped out of school is about the same as that for all disabilities combined. A very small proportion of these students exited by reaching the maximum age for services.

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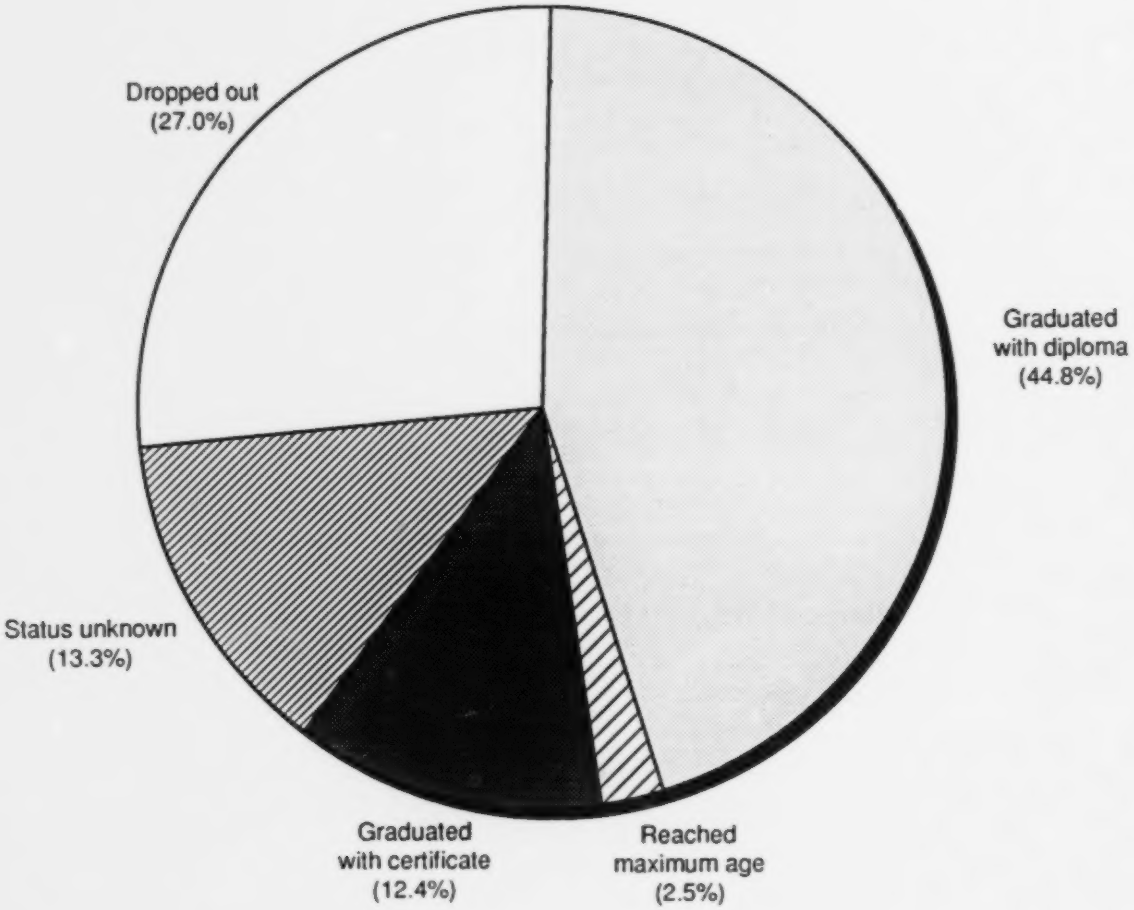
[7] The "status unknown" exit category is also referred to as "other basis of exit."

FIGURE 1.9

Basis of Exit For Students Age 14 and Older with Disabilities: School Year 1989-90



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.9

Basis of Exit for Students with Different Disabilities: Number and Percentage, School Year 1989-90

	Diploma		Certificate		Maximum Age		Drop Out		Status Unknown		Total	
Disability	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Specific learning disabilities	65,591	51.9	12,680	10.0	616	0.5	33,858	26.8	13,750	10.9	126,495	100%
Speech or language impairments	4,077	30.9	695	5.3	163	1.2	2,157	16.4	6,097	46.2	13,189	100%
Mental retardation	16,887	37.5	11,001	24.4	3,001	6.7	10,632	23.6	3,530	7.8	45,051	100%
Serious emotional disturbance	9,924	30.7	1,979	6.1	722	2.2	13,995	43.2	5,746	17.8	32,366	100%
Hearing impairments	1,914	59.2	454	14.0	202	6.3	367	11.4	296	9.2	3,233	100%
Multiple disabilities	1,482	36.6	923	22.8	665	16.4	607	15.0	371	9.2	4,048	100%
Orthopedic impairments	1,420	57.6	365	14.8	140	5.7	239	9.7	300	12.2	2,464	100%
Visual impairments	897	60.5	174	11.7	48	3.2	182	12.3	181	12.2	1,482	100%
Other health impairments	1,417	48.3	480	16.3	127	4.3	513	17.5	400	13.6	2,937	100%
Deaf-blindness	94	61.4	22	14.4	14	9.2	12	7.8	11	7.2	153	100%
All disabilities	103,703	44.8	28,773	12.4	5,698	2.5	62,562	27.0	30,682	13.3	221,418	100%

Speech or Language Impairments. Students with speech or language impairments appear to have been much less likely to have graduated than is the case for all disabilities combined; however, these data are probably confounded by the status unknown percentage of 46 percent. It is believed that many youth with speech or language impairments who return to regular education are being incorrectly counted as status unknown. If the count of students with speech or language impairments who actually exited the education system for unknown reasons was accurate, the graduation percentage for these students would be substantially higher.

Mental Retardation. Approximately 62 percent of students with mental retardation exited school by graduating, which is about 5 percent higher than that for all disabilities. Compared to the mild disabilities of learning disabilities and speech or language impairments, much larger proportions of students with MR graduated through the certificate method. The percentage of these students who dropped out (24 percent) is also slightly below that for all students with disabilities. In contrast, students with mental retardation are much more likely, than all disabilities combined, to exit because of reaching maximum age for service delivery.

Serious Emotional Disturbance. The exiting patterns of students with serious emotional disturbance are probably the most troubling of all disabilities. Only 37 percent of exiting students with serious emotional disturbance graduated, compared to the 57 percent for all students with disabilities. The dropout percentage of 43 percent for these students also compares very unfavorably with the 27 percent for all students with disabilities. The high percentage for status unknown is believed to comprise, in part, many youth who did not formally withdraw, but simply stopped attending school.

Hearing Impairments. Students with hearing impairments had the second highest graduation percentage (73 percent) and third lowest dropout percentage of all disabilities. These students were also twice as likely as all students with disabilities to exit school by reaching the maximum age for services.

Multiple Disabilities. Approximately 59 percent of exiting students with multiple disabilities graduated in 1989-90, and about one-third of these students did so through receiving a certificate. Thus, as in the case of students with mental retardation, the graduation with a certificate is a method used by students with multiple disabilities more than students with higher incidence disabilities, and therefore appears to be a viable graduation method for these students. The dropout percentage for students with multiple disabilities is substantially below that of all students with disabilities, but these students are about six times more likely to exit through reaching the maximum age than all students with disabilities.

Orthopedic Impairments. Almost 73 percent of exiting students with orthopedic impairments graduated with either a diploma or certificate, which is substantially above that for all exiting students with disabilities. Students with orthopedic impairments were much less likely to have dropped out (9.7 percent) than were all students with disabilities, but twice as likely to exit school because of having reached the maximum age for service delivery.

Visual Impairments. The school exiting patterns of students with visual impairments were quite similar to those of students with the other sensory impairment, hearing impairments. Approximately 72 percent of these students graduated with either a diploma or certificate, while just 12 percent dropped out; both of these percentages are substantially better than that for all students with disabilities. A small percentage (3.2 percent) of exiting students with visual impairments exited school by reaching maximum age for services.

Other Health Impairments. Approximately 65 percent of exiting students with other health impairments graduated with either a diploma or certificate, with the certificate basis accounting for one-fourth of all graduates. While the dropout percentage for students with other health impairments was below that for all students with disabilities, these students were somewhat more likely to exit by reaching maximum age for services.

Deaf-blindness. Students with deaf-blindness had the highest graduation percentage of all disabilities; caution, however, should be used in interpreting these data, since the actual number graduating is quite low. Compared to the percentage for all disabilities, the dropout percentage is about one-fourth, but youth with deaf-blindness were about four times more likely to exit school by reaching maximum age for service delivery.

The OSEP Task Force for the Improvement of Data on School Exit Status

In light of developments in regular education including new indicators of school completion and new goals regarding graduation rates, OSEP felt that it was appropriate to examine the methods and procedures used to collect exiting data from States and identify ways of modifying the data collection to better serve policy makers and practitioners. Three issues that concerned OSEP were: (1) the high proportion of students exiting with status unknown, (2) the extreme State-to-State variability in reports of basis of exit, and (3) the incomparability of the OSEP data with other sources of information on high school completers and dropouts. Currently, data on high school completers and dropouts are collected and published by NCES, the Census Bureau, the Office of Planning, Budget and Evaluation, and the Office of Special Education Programs. However, each data collection effort has a unique set of definitions, and uses denominators to calculate rates or percentages that make figures used by OSEP and other Federal agencies incomparable. These differences, along with questions about the consistency of the State-reported data collected by OSEP, have raised concerns among OSEP staff, State agency staff, and other data users.

To address these concerns, in November 1990, OSEP convened a task force to discuss issues of data quality and comparability, and to make recommendations for data improvement. The OSEP Exiting Task Force is composed of State directors of special education, university researchers, State special education data managers, and representatives of the U.S. Bureau of the Census, NCES, the Council of Chief State School Officers (CCSSO), the National Association of State Directors of Special Education (NASDSE), OSEP, and staff of Westat, Inc., OSEP's technical assistance contractor on data issues. In January 1991, the task force released a set of recommendations for revising the OSEP exiting data. To solicit input from State and local level staff regarding the implementation of the initial task force recommendations, OSEP presented the recommendations at meetings of the State directors of special education and State special education data managers. All State special education directors were asked to provide written feedback. In addition, 4 States, 6 school districts, and 12 schools were selected as case study sites to examine, in depth, issues related to implementing the proposed changes.

The task force reconvened to consider its initial recommendations in light of the input from stakeholders. The revised task force recommendations are outlined in table 1.10. The task force also recommended that OSEP undertake the following activities:

- Add a discussion of students receiving GEDs through a secondary school program to the OSEP Data Dictionary. Indicate that States with students dually enrolled in adult education and secondary school programs should call OSEP for guidance on reporting procedures.

- Add clarification to the OSEP Data Dictionary on students enrolled in adult education/prison and their exit status.

- Pilot test the revised recommendations and the data collection form in a limited number of States prior to full implementation.

OSEP will undertake a pilot test of the new data elements in a group of States prior to implementing the recommendations on a full-scale basis. State agency staff will be informed of the recommendations as soon as possible and data collection forms will be developed to reflect the recommendations of the task force.

PERSONNEL EMPLOYED AND NEEDED

In the years following the passage of the Education of the Handicapped Act (EHA), now known as the Individuals with Disabilities Education Act (IDEA), the demand for special education personnel has grown, as States and school districts initiated delivery of progressively varied and complex services to children with disabilities and extended the services to a broader age range of students. The 1983 Amendments to the Education of the Handicapped Act authorized Federal discretionary funding for transition services and preschool special education programs, and the 1986 Amendments provided fiscal incentives to offer services to infants, toddlers, and preschoolers. These two sets of amendments increased the need for highly trained personnel.

This section summarizes the data currently collected on personnel employed and needed, contrasts these data to that for previous years, and outlines OSEP activities related to the revised data collection on personnel supply and demand mandated by the 1990 Amendments to the Act.

TABLE 1.10

OSEP Task Force for the Improvement of Data on School Exit Status

REVISED RECOMMENDATIONS

1. Add a count of students who returned to regular education. These are students who no longer have an IEP and are receiving all of their education from a general education program.
2. Use the December 1 child count from the previous year in computing dropout and completion rates.
3. Require that data on exiting be collected over a 12-month time period to be specified by the SEA; it is recommended that States use the same time period used in the NCES dropout data collection.
4. Change the definition of a dropout to include students who exited special education during the 12-month reporting period and did not exit through any of the other defined bases.
5. Add a count of students who moved and were not known to be continuing their education in another district/State. ,
6. Add a count of students who moved and were known to be continuing their education in another district/State.
7. Add a count of students who died. Give States the option of reporting student deaths by discrete age year or as a total across age 14 and older.
8. Eliminate the category previously called status unknown.

Personnel Employed

The Office of Special Education Programs (OSEP) collects State-reported data on the number of personnel employed in full-time equivalents (FTEs) on December 1 according to assignment. For students age 6-21 with disabilities, States report the number of teachers employed according to the disability of the students they serve. Since 1987-88, as mandated by the 1986 Amendments to the Education of the Handicapped Act, personnel employed to serve children age 3-5 with disabilities have not been reported by disability. States also report the number of non-teaching staff by profession (e.g. nurses, physical therapists, psychologists, etc.).

In 1989-90, the total FTE of special education teachers employed under IDEA, Part B and Chapter 1 of ESEA (SOP) to serve all special education students was 304,626, an increase of 4,123 or 1.4 percent over the 1988-89 total (300,503). During the same period, the number of children served increased by 116,489 or 2.6 percent. States reported that the number of special education teachers employed to serve children age 3-5 with disabilities grew from 13,957 in 1988-89 to 14,187 in 1989-90.

Table 1.11 shows the number and distribution of special education teachers employed to serve children and youth age 6-21 by disability during 1988-89 and 1989-90. The largest group of teachers was employed to teach students with specific learning disabilities (SLD), comprising 30.1 percent (87,504) of all teachers employed to instruct special education students age 6-21 in 1989-90, a 0.6 percent (528) decrease from the previous year. From 1986-87 to 1989-90 the number of teachers of students with SLD decreased by 3,708 (-3.3 percent). The reasons for the decreases in the number of teachers of students with SLD are not straightforward, given that the number of children identified with SLD increased by 123,161 (6.3 percent) from 1987-88 to 1989-90. It is likely that students with SLD are increasingly being served in cross-categorical classes. Another factor could be that more of these children are being served by regular education teachers in regular classrooms. Figure 1.10 presents the number of special education teachers employed to provide services to students age 6-21 by disability from 1987-88 to 1989-90. The low incidence disabilities of hearing impairments, multiple disabilities, orthopedic impairments, other health impairments, visual impairments, and deaf-blindness are reported combined as "other" disabilities.

Cross-categorical teachers were the second largest group of teachers employed in 1989-90 to serve children and youth with disabilities, comprising 24.5 percent of all teachers employed. The number of cross-categorical teachers increased by 5,546 or 8.5 percent from 65,504 in 1988-89 to 71,050 in 1989-90. There was also a significant increase from 1987-88 to 1989-90 in the number of cross-categorical teachers (23,100 or 130.5 percent).

States reported that 43,113 or 14.8 percent of special education teachers were employed in 1989-90 to teach children and youth with mental retardation, a decrease of 1,555 or -3.5 percent from the previous year. This decline is probably due, in part, to the ongoing decrease in the number of children identified with mental retardation. From 1987-88 to 1989-90 there was a decrease in both the number of mental retardation teachers employed (-7,234 or -11.8 percent) and the number of students identified with mental retardation (-35,138 or -5.8 percent).

TABLE 1.11

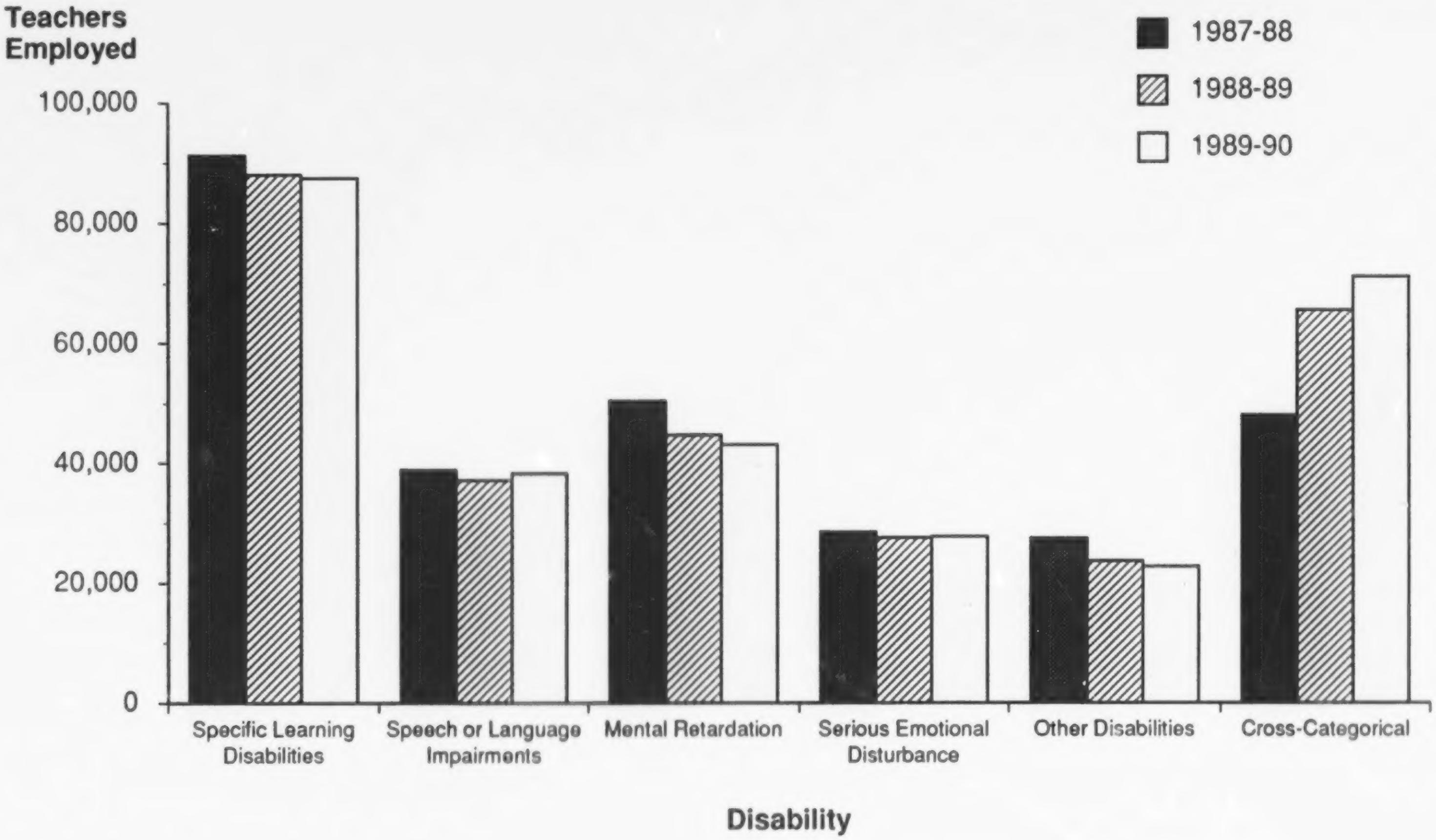
Special Education Teachers Employed to Serve Students with Disabilities Age 6-21: Number and Percentage Change, School Years 1988-89 and 1989-90

Disability	Teachers Employed		Change from 1988-89 to 1989-90 (%)	Total Employed 1989-90 (%)
	1988-89	1989-90		
Specific learning disabilities	88,032	87,504	-0.6	30.1
Speech or language impairments	37,139	38,273	3.1	13.2
Mental retardation	44,668	43,113	-3.5	14.8
Serious emotional disturbance	27,547	27,779	0.8	9.6
Hearing impairments	7,062	6,468	-8.4	2.2
Multiple disabilities	7,575	7,491	-1.1	2.6
Orthopedic impairments	3,143	3,225	2.6	1.1
Other health impairments	2,763	2,674	-3.2	0.9
Visual impairments	2,892	2,719	-6.0	0.9
Deaf-blindness	221	143	-35.3	0.0
Cross-categorical	65,504	71,050	8.5	24.5
Total	286,546	290,439	1.4	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

FIGURE 1.10

Number of Teachers Employed to Serve Students with Disabilities
from School Years 1987-88 to 1989-90



Source: U.S. Department of Education, Office of Special Education Programs,
Data Analysis System (DANS).

Teachers employed to teach students with speech or language impairments (SLI) increased by 3.1 percent or 1,134 from 1988-89 to 1989-90 and now account for 13.2 percent or 38,273 of all teachers employed. This increase represents a reversal of recent trends. From 1987-88 to 1989-90, the number of SLI teachers employed decreased by 1,573 (-1.4 percent). The number of teachers employed to serve students with serious emotional disturbance (SED) increased by 0.8 percent to 27,779 and accounted for 9.6 percent of all teachers employed in 1989-90. In contrast, the number of SED teachers employed decreased by 5,742 (-2.3 percent) from 1987-88 to 1989-90.

For 1989-90, States reported that 267,719 or 92.2 percent of all teachers of children with disabilities were employed in the five categories of specific learning disabilities, cross-categorical, mental retardation, speech or language impairments, and serious emotional disturbance. The largest decreases between 1988-89 and 1989-90 occurred in teachers employed in the areas of deaf-blindness (-35.3 percent), hearing impairments (-8.4 percent), and visual impairments (-6.0 percent). The number of students identified with these and other low incidence disabilities decreased by 40,759 (-16.5 percent) from 1985-86 to 1989-90. The decrease in the number of teachers serving specific disability groups and the steady increase in the number of cross-categorical teachers, from 1985-86 to 1989-90, suggest that some States are moving toward a non-categorical service delivery approach for students with disabilities. Possible reasons for this trend are that cross-categorical teachers provide States greater flexibility in addressing the varied and complex needs of students with disabilities and that serving students with various disabilities in cross-categorical programs is more cost effective.

States and outlying areas reported that 272,870 non-teaching staff were employed in 1989-90, an increase of 6.6 percent over the 255,904 reported in 1988-89. Table 1.12 shows the number and percentage change of special education personnel other than teachers employed to provide services to children age 3-21 for 1988-89 and 1989-90. Paraprofessionals, or teacher's aides, accounted for 154,738 or 56.7 percent of all non-teaching staff employed. Other relatively large categories were other non-instructional staff (8.3 percent), psychologists (6.9 percent), supervisors (5.7 percent), and non-professional staff (5.0 percent). During the reporting period, there were major decreases in the number of audiologists (-36.7 percent from 1323 to 838) and other non-instructional staff (-26.2 percent from 30,681 to 22,653). The decrease in other non-instructional staff may be partially due to the addition of a new category, non-professional staff, which accounted for 13,759 or 5.0 percent of all non-teaching staff employed. The largest increases in non-teaching staff occurred in the categories of recreational therapists (14.4 percent from 284 to 325) and occupational therapists (9.6 percent from 4,207 to 4,612). Other categories with increases were school social workers, physical therapists, teacher aides, diagnostic staff, and work-study coordinators.

Personnel Needed

The OSEP annual State-reported data collection on personnel needed represents the only national estimates of special education personnel needs. The personnel-needed data include: (1) the number of personnel needed to fill funded vacancies, and (2) the number of personnel

TABLE 1.12

Special Education Personnel Other Than Teachers Employed to Serve Students with Disabilities Age 6-21: Number and Percentage Change, School Years 1988-89 and 1989-90

Type of Personnel	1988-89	1989-90	Change from 1988-89 to 1989-90 (%)	Total Employed 1989-90 (%)
Psychologists	17,853	18,777	5.2	6.9
School social workers	8,559	8,761	2.4	3.2
Occupational therapists	4,207	4,612	9.6	1.7
Audiologists	1,323	838	-36.7	0.3
Paraprofessionals	144,907	154,738	6.8	56.7
Vocational education teachers	4,913	4,628	-5.8	1.7
Work-study coordinators	1,313	1,333	1.5	0.5
Physical education coordinators	5,957	5,871	-1.4	2.2
Recreational therapists	284	325	14.4	0.1
Diagnostic staff	8,994	9,822	9.2	3.6
Supervisors	15,707	15,581	-0.8	5.7
Physical therapists	3,003	3,177	5.8	1.2
Counselors	6,995	6,870	-1.8	2.5
SEA supervisors	1,209	1,125	-6.9	0.4
Other non-instructional staff[a]	30,681	22,653	-26.2	8.3
Non-professional staff[b]		13,759		5.0
Total	255,904	272,870	6.6	100.0

[a] Includes staff involved in health services (nurses, psychiatrists, etc.), food services, maintenance, pupil transportation, etc.

[b] Data first collected in the 1989-90 school year.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

needed to replace staff who are not appropriately and adequately prepared or trained for the position held.

Table 1.13 presents the number and distribution of teachers needed across disability conditions for 1988-89 and 1989-90. For 1989-90, States and outlying areas reported that 26,310 additional FTEs of teachers were needed to fill vacant positions and replace uncertified staff for students age 6-21 with disabilities.

Data on personnel needed for children age 3-5 are not collected by disability condition. States reported that 2,792 special education teachers were needed in 1989-90 to serve these children. This figure represents a 25.3 percent increase over the 2,229 teachers needed in 1988-89. This large increase is probably reflective of recent efforts to provide educational services to children age 3-5. States have reported experiencing some difficulty in providing adequate numbers of staff to serve these young children.

State-reported data show an inverse relationship in the data on teachers employed and needed to serve children and youth age 6-21 with disabilities in 1988-89 and 1989-90. The number of teachers employed increased by 3,893 between 1988-89 and 1989-90, while the number of teachers needed decreased by 1,667 from 27,977 to 26,310. The greatest demand was for teachers in the cross-categorical area (7,439 or 28.3 percent), and for teachers of students with specific learning disabilities (6,487 or 24.7 percent), serious emotional disturbance (3,960 or 15.1 percent), speech or language impairments (3,148 or 12.0 percent), and mental retardation (2,958 or 11.2 percent). These categories accounted for 91.2 percent of all teachers needed. Table 1.13 reveals only minor changes in the proportional distribution of teachers needed from 1988-89 to 1989-90. The most notable change was a proportional decrease in the number of teachers needed to serve students with serious emotional disturbance. This may represent a positive trend since teacher shortages in special education have typically been particularly pronounced for students with serious emotional disturbance. However, it is also possible that States are identifying their teacher needs for students with serious emotional disturbance in the cross-categorical area.

Table 1.14 shows the number and distribution of personnel other than teachers needed to serve students with disabilities age 3-21 for the 1988-89 and 1989-90 school years. States and Outlying Areas reported that 15,219 additional non-teaching staff were needed during the 1989-90 school year, a decrease of 2.4 percent from the number needed in 1988-89. The greatest demand was for paraprofessionals (5,939), psychologists (1,315), and other non-instructional staff (1,253). As with teachers needed, there were minimal changes in the percentage of other personnel needed, as a function of total needed, from 1988-89 to 1989-90. The most notable change was for other non-instructional staff. The smaller percentage of other non-instructional staff needed could be partially attributed to the addition of the new non-professional staff category in the OSEP data collection. Also, there were proportionally fewer school social workers needed in 1989-90 as compared to 1988-89.

TABLE 1.13

Special Education Teachers Needed to Serve Students
Age 6-21 by Disability: Number and Distribution,
School Years 1988-89 and 1989-90

Disability	Teachers Needed 1988-89	Total Needed 1988-89 (%)	Teachers Needed 1989-90	Total Needed 1989-90 (%)
Specific learning disabilities	6,853	24.5	6,487	24.7
Speech or language impairments	3,110	11.1	3,148	12.0
Mental retardation	3,341	11.9	2,958	11.2
Serious emotional disturbance	4,553	16.3	3,960	15.1
Hearing impairments	622	2.2	624	2.4
Multiple disabilities	788	2.8	720	2.7
Orthopedic impairments	261	0.9	269	1.0
Other health impairments	339	1.2	376	1.4
Visual impairments	360	1.3	297	1.1
Deaf-blindness	36	0.1	31	0.1
Cross-categorical	7,714	27.6	7,439	28.3
Total	27,977	100.0	26,310	100.0

Note: Personnel needed include: (1) number of vacancies that occurred, even if subsequently filled; and (2) number of additional personnel needed to fill positions occupied by uncertified or unlicensed staff.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.14

Special Education Personnel Other Than Teachers Needed to Serve Students with Disabilities Age 3-21: Number and Percentage Change, School Years 1988-89 and 1989-90

Type of Personnel	Personnel Needed 1988-89	Total Needed 1989-90 (%)	Personnel Needed 1989-90	Total Needed 1989-90 (%)
Psychologists	1,411	9.0	1,315	8.6
School social workers	898	5.8	717	4.7
Occupational therapists	699	4.5	796	5.2
Audiologists	207	1.3	149	1.0
Paraprofessionals	5,990	38.4	5,939	39.0
Vocational education teachers	512	3.3	503	3.3
Work-study coordinators	286	1.8	261	1.7
Physical education coordinators	417	2.7	485	3.2
Recreational therapists	104	0.7	88	0.6
Diagnostic staff	651	4.2	830	5.5
Supervisors	756	4.8	732	4.8
Physical therapists	636	4.1	745	4.9
Counselors	740	4.7	733	4.8
SEA supervisors	105	0.7	131	0.9
Other non-instructional staff[a]	2,182	14.0	1,253	8.2
Non-professional staff[b]			542	3.6
Total	15,594	100.0	15,219	100.0

[a] Includes staff involved in health services (nurses, psychiatrists, etc.), food services, maintenance, pupil transportation, etc.

[b] Data first collected in the 1989-90 school year.

Note: Personnel needed include: (1) number of vacancies that occurred, even if subsequently filled; and (2) number of additional personnel needed to fill positions occupied by uncertified or unlicensed staff.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

OSEP Activities on Personnel Data

The IDEA Amendments of 1990 included several changes to State data reporting requirements related to the number of special education and related services personnel needed. New statutory language requires States to report current and projected special education and related services needs, and data on the number of personnel who are employed on an emergency, provisional, or other basis, who do not hold appropriate State certification or licensure. These requirements are linked to State plan provisions which direct States to describe in their plan the development and maintenance of a system for determining special education and related services personnel needs as well as the number of individuals being prepared as special education and related services personnel by institutions of higher education.

In an effort to assist States address these new data requirements, OSEP has undertaken a number of activities since enactment of the amendments in late 1990. OSEP's basic strategy is to obtain input from a variety of stakeholder groups (e.g., State special education directors, State special education data managers, State CSPD coordinators) to determine the most useful and least burdensome approach to meeting the new data requirements. A first activity was to convene a small task force of researchers and others knowledgeable about personnel supply and demand to obtain recommendations on how to meet the essential elements of the data requirements. Input received during that meeting was used to develop a prototype data collection format and to select a model for projecting personnel demand. The data formats and suggested projection model have been reviewed through a series of meetings, and have been further defined and revised in response to the various input received.

In addition to working with interested groups on the data collection format and projection model, a number of related activities have been undertaken. Westat, under contract to OSEP, has been completing a personnel mapping project that compares State and Federal definitions of special education and related services personnel to identify similarities and differences. Extant higher education databases have been reviewed to determine their feasibility for meeting personnel supply data requirements. Seven States participated in a pilot study to determine the utility of personnel supply data extracted from the Federal IPEDS (Integrated Postsecondary Education Data System) database.

In the fall of 1991, an expanded task force meeting was held to consider the input received as well as results of the other activities. A list of recommendations was developed which addressed both the data collection format and definitions as well as the overall approach to meeting the new data requirements. Two major recommendations of the task force were to survey States to find out more about State personnel supply and demand systems and to field test the proposed data collection formats and projection model. These two activities will be undertaken during the coming year. Following their completion, the task force will be convened again to make final recommendations on procedures for meeting the new personnel data requirements.

CONCLUSION

This chapter has presented national data on a number of important indicators relevant to the provision of free and appropriate education services to children and youth with disabilities.

This year's child count data indicate that the number of children identified with disabilities increased substantially from the previous year. This year's increase continues the pattern in which increases in child count have occurred every year since 1976. Reasons for the increasing identification rates include program development and implementation, addition of new disability categories, increases in the number of young children being identified with disabilities, and increases in referrals, by regular education professionals, of "difficult to teach" children for assessment and placement in special education.

It is especially noteworthy that more than half of the 1989-90 to 1990-91 child count increase occurred in the specific learning disabilities (SLD) category. Since 1976-77, the proportion of students with SLD, relative to all students with disabilities, has doubled, while the proportions of students with speech or language impairments and mental retardation have decreased markedly. Reasons for these changes were discussed in the chapter.

The demographic profile of youth with disabilities indicates that they are disproportionally male. While reasons for this disproportion are not straightforward, some evidence suggests that genetics, developmental lags, and sex bias are factors. Youth with disabilities are more likely to live in single-parent families and families characterized by lower education attainment levels and lower socioeconomic status than the general population of youth. These factors may pose additional challenges to school success for youth with disabilities.

The proportion of youth with disabilities who are black is higher than the general population of youth, while the proportion who are Hispanic is lower. Reasons for these differences are also not straightforward. It is possible, however, that the high disproportion of black youth identified with disabilities may be due, in part, to a greater likelihood of having experienced poor prenatal and early childhood health care and nutrition, resulting in actual disabilities. Some observers believe that assessment instruments may be racially biased and that school professionals may be more likely to refer children from racial minorities for special education placement, because of lower expectations regarding their skills and abilities. Reasons for the low disproportion of Hispanic children are not clear.

Parents of youth with disabilities have rated their children's self-care skills as quite high but rated their functional skills not so high. There were wide variations across disabilities in these ratings. The IQ scores of youth in each of the various disabilities were found to be below average.

During 1989-90, the majority of students with disabilities were served in regular school buildings with their nondisabled peers. At both the school building level (e.g., regular schools, separate schools) and classroom level (e.g., regular classes, separate classes), students with mild to moderate disabilities were more likely served in less restrictive placements than those with more severe disabilities. Analyses of placement changes over time suggest that the proportion of students, of all disabilities combined, served in regular schools has changed very little. There has been, however, substantial change and variation in the proportion of students of individual disabilities served, over time, in the various placements. Apparently, increased integration has occurred for some disability categories, but increased segregation has occurred for others.

The school exiting trends for 1989-90 indicate that more than one-fourth of students with disabilities dropped out of school, which is much higher than dropout percentages reported for nondisabled students. The dropout statistics are particularly high, and thus troubling, for students with serious emotional disturbance, specific learning disabilities, and mental retardation. OSEP continues to fund a number of dropout prevention programs in an effort to increase school completion rates of these students. OSEP also recently conducted a study of the exiting data and developed recommendations to improve the quality and integrity of the data.

Personnel employed data indicate that the majority of teachers are employed to serve children of the four largest disability categories of specific learning disabilities, speech or language impairments, mental retardation, and serious emotional disturbance. However, an increasing number of teachers are being classified as "cross-categorical" which may suggest that some States are moving toward a non-categorical service delivery approach for students with disabilities.

Of great concern is that States reported a need for more than 26,000 teachers. The areas of greatest need were for cross-categorical programs, and for students with specific learning disabilities, speech or language impairments, mental retardation, and serious emotional disturbance. States also reported a need for more than 15,000 related service personnel. Areas of greatest need included psychologists, paraprofessionals, occupational and physical therapists, diagnostic staff, counselors, and other non-instructional staff.

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CHAPTER 2

MEETING THE NEEDS OF INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) supports the improvement of services for very young children with disabilities through several programs. Programs earmarked exclusively for early childhood include the Program for Infants and Toddlers with Disabilities (Part H), the Preschool Grants Program (Section 619 of Part B), and the Early Education Program for Children with Disabilities (Section 623 of Part C). Support for early childhood services is also provided through discretionary grant programs which support projects for young children along with all other age groups. These programs provide grants for activities such as training personnel and conducting research.

The Program for Infants and Toddlers and the Preschool Grants Program were both created by P.L. 99-457, the Education of the Handicapped Act Amendments of 1986. According to this legislation, 1991 brought States to the end of the initial phase-in period for both programs. The phase-in period provided States with several years in which to build the service delivery system envisioned in the legislation. Federal Fiscal Year 1991 was the fifth year of funding for both programs.[1]

Part H authorizes assistance to States to address the needs of infants and toddlers with disabilities and their families. The grants to States support coordination across agencies and disciplines to ensure that comprehensive early intervention services are available on a statewide basis. These services are designed for children below the age of 3 who meet the State's eligibility criteria for Part H including infants and toddlers who are "at risk" if a State chooses to serve these children and their families.

The Preschool Grants Program, Section 619 of IDEA, encourages States to have a mandate in place by school year 1991-92 that ensures a free appropriate public education (FAPE) for all eligible 3- to 5-year-old children with disabilities. Federal requirements governing the Preschool Grants Program are the same as those for the Part B Program. States are working to implement programs that reflect the unique needs of this age group and to coordinate effective transitions for children and their families as they enter and exit preschool programs.

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[1] Both programs are forward-funded. The FY 1991 appropriation is intended for use by States in FY 1992.

This chapter describes progress and emerging issues related to implementing statewide systems for the provision of services for children with disabilities from birth to age 2 and ages 3 through 5 years. Important developments related to the more stringent requirements for the end of the phase-in periods occurred in both programs. Part H was in the process of reauthorization during 1991. However, reauthorization will not be reported on because it was not completed until the very end of the fiscal year and, therefore, its impact on States will not be seen until FY 1992. The chapter also includes a discussion of personnel issues and a description of early childhood activities supported through the Early Childhood Program for Children with Disabilities.

IMPLEMENTATION OF THE PART H PROGRAM

The Program for Infants and Toddlers with Disabilities, as established by P.L. 99-457, required that States provide early intervention services through a comprehensive, coordinated, multidisciplinary, interagency system by the beginning of their fifth year of participation. To receive fourth year funding for the program, a State had to provide assurances that policies addressing the required components of an early intervention system were in place and that multidisciplinary evaluations and assessments, individualized family service plans, and case management services were available to all eligible infants, toddlers, and their families.

States began submitting their applications for fourth year funds under the Part H Program in the spring of 1990. Applications trickled in over the course of the year. As the July 1991 deadline for applying for fourth year funds approached, it became clear that a number of States were not ready to meet the fourth year requirements. The only option open to these States was to drop out of the program. Rather than lose States from the program, Congress proposed amending the Part H requirements. These amendments became law on June 6, 1991, and are applicable for 1990, 1991, and 1992 only.

To encourage States to move forward with the development of an early intervention system, Congress adopted a system of differential funding. States experiencing significant hardships in meeting the requirements of the fourth or fifth year of participation are eligible to receive extended participation grants. An extended participation grant for FY 1990 is an amount equal to the State's FY 1989 payment; an FY 1991 or FY 1992 extended participation grant is equal to the amount the State would have received for FY 1990 if the State had met the criteria for the fourth year of participation. States that proceed on the previously established schedule will receive considerably more funding. They receive their proportionate share of the increased funding available for the Part H program, along with their share of the funds remaining from the States that opted to extend the time for meeting the fourth and fifth year requirements.

To be eligible for extended participation, a State had to satisfy the requirements for the third or fourth year of participation and submit a request by the Governor and an application. States which had previously submitted fourth year applications which had not yet been approved had the option of withdrawing their earlier application. The request from the Governor had to specify the hardships experienced by the State in meeting the Part H requirements and include a plan for meeting the eligibility criteria for the fourth, fifth, or succeeding years.

All 57 eligible jurisdictions opted to participate in the program for FY 1991. Ten States and one Outlying Area (Alaska, Arizona, California, Connecticut, Delaware, Florida, Mississippi, New Hampshire, Oregon, Vermont, and the Virgin Islands) requested extended participation. The most frequently given reasons for needing to extend participation included extreme fiscal constraints and economic downturn; change of State administration; and changes in program leadership. Three of the 11 indicated that they intend to apply for extended participation next year as well.

The FY 1990 appropriation for the Part H program, which provided funds for the fourth year awards was $79,520,000. The State-by-State grant awards for FY 1990 are shown in table 2.1. These awards do not match the State allocations previously reported in the *Thirteenth Annual Report to Congress*. Because the 1991 amendments changed the funding formula, States did not receive the amount previously allocated. The appropriation for Part H for FY 1991 was $117,106,000. The actual size of the award to each State for Fiscal Year 1991 will not be known until all States determine whether or not they will request extended participation.

The effect of differential funding can be seen by comparing the FY 1990 awards States were expected to receive with the awards actually made. Georgia, a State which is implementing Part H on schedule received an award of $2,031,998. Because Georgia also received its share of the reallocated funds not available to the States that requested to extend participation, it received an additional $90,378. Arizona, on the other hand, was originally eligible to receive $1,249,449 in FY 1990, but it requested to extend participation, and, therefore, received an award of $1,082,713 (equal to what the State received for FY 1989). Under the new provisions of the law, an extended participation State can only receive an award equivalent to its award from the previous year but no less than $500,000.

Number of Infants and Toddlers Being Served

To determine the number of infants and toddlers receiving early intervention, OSEP collected data from the States on infants and toddlers served on December 1, 1990 in: (1) the Chapter 1 Handicapped Program of ESEA (SOP) programs or (2) any other type of early intervention program. States are required to submit a count of infants and toddlers served under Chapter 1 to receive Federal funding for these children. States are required to submit an unduplicated count of all other children receiving early intervention services as a condition of their Part H grant award.

States reported to OSEP that, in December 1990, they were serving 50,827 infants and toddlers with disabilities under Chapter 1 (see table 2.2). This number represented an increase of 13,510 (or 36 percent) over the number of infants and toddlers reported in the previous year. Out of 50 States and the District of Columbia, 39 reported more infants and toddlers in Chapter 1 programs in 1990 than in 1989. Some States reported an especially large numerical or percentage increase from one year to the next. Maryland reported an increase of 3,226 infants and toddlers

TABLE 2.1

State Grant Awards for Part H for FY 1990 (4th year)

State	Initial Award	Reallotment	Total Amount
Alabama	$ 1,163,960	$ 51,770	$ 1,215,730
Alaska[a]	341,396	0	341,396
Arizona[a]	1,082,713	0	1,082,713
Arkansas	677,333	30,126	707,459
California[a]	8,568,064	0	8,568,064
Colorado	1,025,863	45,628	1,071,491
Connecticut[a]	795,940	0	795,940
Delaware[a]	341,396	0	341,396
District of Columbia	388,764	17,291	406,055
Florida[a]	3,031,596	0	3,031,596
Georgia	2,031,998	90,378	2,122,376
Hawaii	388,764	17,291	406,055
Idaho	388,764	17,291	406,055
Illinois	3,445,848	153,262	3,599,110
Indiana	1,551,947	69,026	1,620,973
Iowa	723,365	32,173	755,538
Kansas	743,093	33,051	776,144
Kentucky	979,831	43,580	1,023,411
Louisiana	1,400,698	62,299	1,462,997
Maine	388,764	17,291	406,055
Maryland	1,440,154	64,054	1,504,208
Massachusetts	1,663,739	73,999	1,737,738
Michigan	2,702,755	120,211	2,822,966
Minnesota	1,288,905	57,327	1,346,232
Mississippi[a]	714,005	0	714,005
Missouri	1,453,306	64,639	1,517,945
Montana	388,764	17,291	406,055
Nebraska	460,323	20,474	480,797
Nevada	388,764	17,291	406,055
New Hampshire[a]	341,396	0	388,764
New Jersey	2,216,127	98,567	2,314,694
New Mexico	519,508	23,106	542,614
New York	5,273,988	234,572	5,508,560
North Carolina	1,854,445	82,481	1,936,926
North Dakota	388,764	17,291	406,055
Ohio	3,077,589	136,883	3,214,472
Oklahoma	894,342	39,778	934,120

Table 2.1 (continued)

State	Initial Award	Reallotment	Total Amount
Oregon[a]	661,333	0	661,333
Pennsylvania	3,169,654	140,977	3,310,631
Rhode Island	388,764	17,291	406,055
South Carolina	1,045,591	46,505	1,092,096
South Dakota	388,764	17,291	406,055
Tennessee	1,348,089	59,959	1,408,048
Texas	5,786,920	257,386	6,044,306
Utah	683,909	30,418	714,327
Vermont[a]	341,396	0	341,396
Virginia	1,782,108	79,263	1,861,371
Washington	1,407,274	62,592	1,469,866
West Virginia	427,443	19,011	446,454
Wisconsin	1,387,546	61,714	1,449,260
Wyoming	388,764	17,291	406,055
American Samoa	120,662	5,367	126,029
Bureau of Indian Affairs[b]	971,911	43,228	1,015,139
Guam	321,764	14,311	336,075
Northern Marianas	80,441	3,578	84,019
Palau	31,010	1,379	32,389
Puerto Rico	1,361,241	60,544	1,421,785
Virgin Islands[a]	211,919	0	211,919
Total	$76,880,842	$2,686,526	$79,567,368

[a] Requested extended participation. Grant award for FY 1990 equals grant award for FY 1989.

[b] Grant had not been awarded as of 12/31/91.

Source: U.S. Department of Education.

TABLE 2.2

Number of Infants and Toddlers (Birth-2 Years) Who Received Early Intervention Under Chapter 1 of ESEA (SOP) Programs and Other Programs: December 1, 1990

State	Chapter 1	Other Programs	Birth - 2 Years Total	Birth-2 Years Population (%)
Alabama	344	3,363	3,707	2.20
Alaska	355	185	540	1.64
Arizona	606	4,200	4,806	2.74
Arkansas	648	0	648	0.66
California	862	30,443[a]	31,305	2.16
Colorado	766	2,456[a]	3,222	2.16
Connecticut	676	206	882	0.64
Delaware	86	541[a]	627	2.14
District of Columbia	0	408[b]	408	1.77
Florida	1,504	43,417[a]	44,921	8.82
Georgia	235	1,066	1,301	0.44
Hawaii	464	1,665	2,129	4.24
Idaho	314	619	933	1.98
Illinois	3,200	1,164	4,364	0.86
Indiana	1,694	305	1,999	0.84
Iowa	908	0	908	0.80
Kansas	427	491	918	0.83
Kentucky	568	522	1,090	0.73
Louisiana	838	73	911	0.46
Maine	0	2,456	2,456	4.88
Maryland	3,246	0	3,246	1.50
Massachusetts	4,873	0	4,873	1.95
Michigan	258	2,653	2,911	0.69
Minnesota	1,883	1,882	3,765	1.89
Mississippi	62	287	349	0.30
Missouri	789	140	929	0.42
Montana	183	0	183	0.53
Nebraska	449	0	449	0.64
Nevada	341	0	341	0.61
New Hampshire	609	606	1,215	2.40
New Jersey	2,449	2,539	4,988	1.54
New Mexico	37	685	722	0.98
New York	92	11,035[c]	11,127	1.47

Table 2.2 (continued)

State	Chapter 1	Other Programs	Birth - 2 Years Total	Birth-2 Years Population (%)
North Carolina	184	5,019	5,203	1.88
North Dakota	210	0	210	0.75
Ohio	0	14,583	14,583	3.12
Oklahoma	196	401	597	0.45
Oregon	727	--[d]	727	0.61
Pennsylvania	5,174	0	5,174	1.09
Rhode Island	430	429	859	2.13
South Carolina	398	--[d]	398	0.26
South Dakota	261	0	261	0.81
Tennessee	45	4,042	4,087	2.05
Texas	6,107	751	6,858	0.83
Utah	1,141	24	1,165	1.15
Vermont	103	238	341	1.40
Virginia	1,899	501	2,400	0.90
Washington	1,850	2,900[c]	4,750	2.18
West Virginia	707	233	940	1.51
Wisconsin	1,279	1,008[b]	2,287	1.08
Wyoming	350	0	350	1.75
American Samoa	0	--[d]	0	
Bureau of Indian Affairs	0	76	76	
Guam	0	78	78	
Northern Marianas	0	26	26	
Palau	0	7	7	
Puerto Rico	0	3,005	3,005	
Virgin Islands	0	0	0	
Total 50 States, DC	50,827	143,536	194,363	1.77

[a] Duplicated count.

[b] Probably an undercount.

[c] Same number submitted in 1989.

[d] No data submitted.

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS). Population counts are based on April 1990 Census Data from the Bureau of the Census.

under Chapter 1 (from 20 in 1989 to 3,246 in 1990). Likewise, Minnesota went from 1 child in 1989 to 1,883 in 1990, and Virginia reported 151 infants and toddlers in 1989 and 1,899 in 1990. These three States accounted for nearly one-half of the increase in the number of birth through 2-year-olds who were counted in Chapter 1 programs in 1990. While the large increase may reflect more infants and toddlers receiving services, it might also indicate that States are increasingly using the Chapter 1 program as a source of financial support for early intervention services.

As in past years, States varied greatly in the use of Chapter 1 to serve infants and toddlers in 1990-91. Texas served 6,107 children under 3 years of age in Chapter 1, Pennsylvania served 5,174, and Massachusetts served 4,873. The District of Columbia, Maine, and Ohio reported no infants and toddlers in Chapter 1; in 1989, a total of eight States and the District of Columbia reported less than five children each.

Data on infants and toddlers and their families receiving early intervention services in programs other than Chapter 1 were received from 54 of the 57 States and Territories. These data are also shown in table 2.2. A total of 143,536 infants and toddlers were reported as receiving early intervention services through other programs on December 1, 1990. Combining the two counts submitted to OSEP produces a total of 194,363 children below age 3 received early intervention services. This represents 1.77 percent of the resident population below age 3.

The data on infants and toddlers in other than Chapter 1 programs should be viewed with extreme caution for several reasons. As they have for the past several years, some States continue to report that they are unable to obtain an unduplicated count of infants and toddlers in early intervention because they do not have an interagency data system. Furthermore, the population that States are trying to count is being redefined as State definitions of the children eligible under Part H continue to change. The total number of infants and toddlers reported by States, in other than Chapter 1 programs for 1989 was 210,160 or approximately 66,624 more children than reported a year later. Two States reporting radically different numbers included California which reported 107,618 in 1989 and 30,443 in 1990 and Florida which reported 16,796 in 1989 and 43,417 in 1990. While these shifts are more extreme than most States, they embody the problems with trying to count infants and toddlers in early intervention programs. Until all States have all components of their early intervention system fully implemented, including their data system, it will continue to be difficult to know with any certainty how many infants, toddlers and their families are receiving early intervention. Another problem with the early intervention count is that the data represent the number of infants and toddlers served on a given day. Program administrators report that the number served over a 12-month period would be considerably higher because so many young children move in and out of programs within this time period.

Overall Progress on the Fourteen Components

In FY 1986, the Office of Special Education Programs funded a five-year cooperative agreement to study State policy development and implementation for the Part H Program. This project, the Carolina Policy Studies Program (CPSP), is located at the University of

North Carolina. Part H requires States to develop policies with regard to the 14 specified components of a system of early intervention services. The CPSP has collected data on State progress for each of the first three years of the Part H program. Each Part H Coordinator rated his or her State's progress with regard to each of the required 14 components.

Figure 2.1 shows the progress that States have made since 1989 in developing policies for the required components. CPSP reports that nearly all States (42 out of 50) have completed the policy development process for developing a definition of developmental delay and the other eight States have nearly completed it. Other areas in which States have nearly completed the policy development process include the development of a timetable, the development of procedures for the Individualized Family Service Plan (IFSP), and the development of a central directory. Areas that continue to be difficult for States include the assignment of financial responsibility and the development of procedures for timely reimbursement of funds. Only 18 States reported that they had developed policies for assigning financial responsibility. Only 24 had completed policies for timely reimbursements. The development of procedures for timely reimbursement was one of the areas in which States made the greatest progress between 1990 and 1991, but there is still progress to be made. Between 1990 and 1991, States made considerable progress in the development of interagency agreements which previously had been an area of little progress (Harbin, Gallagher, & Lillie 1991).

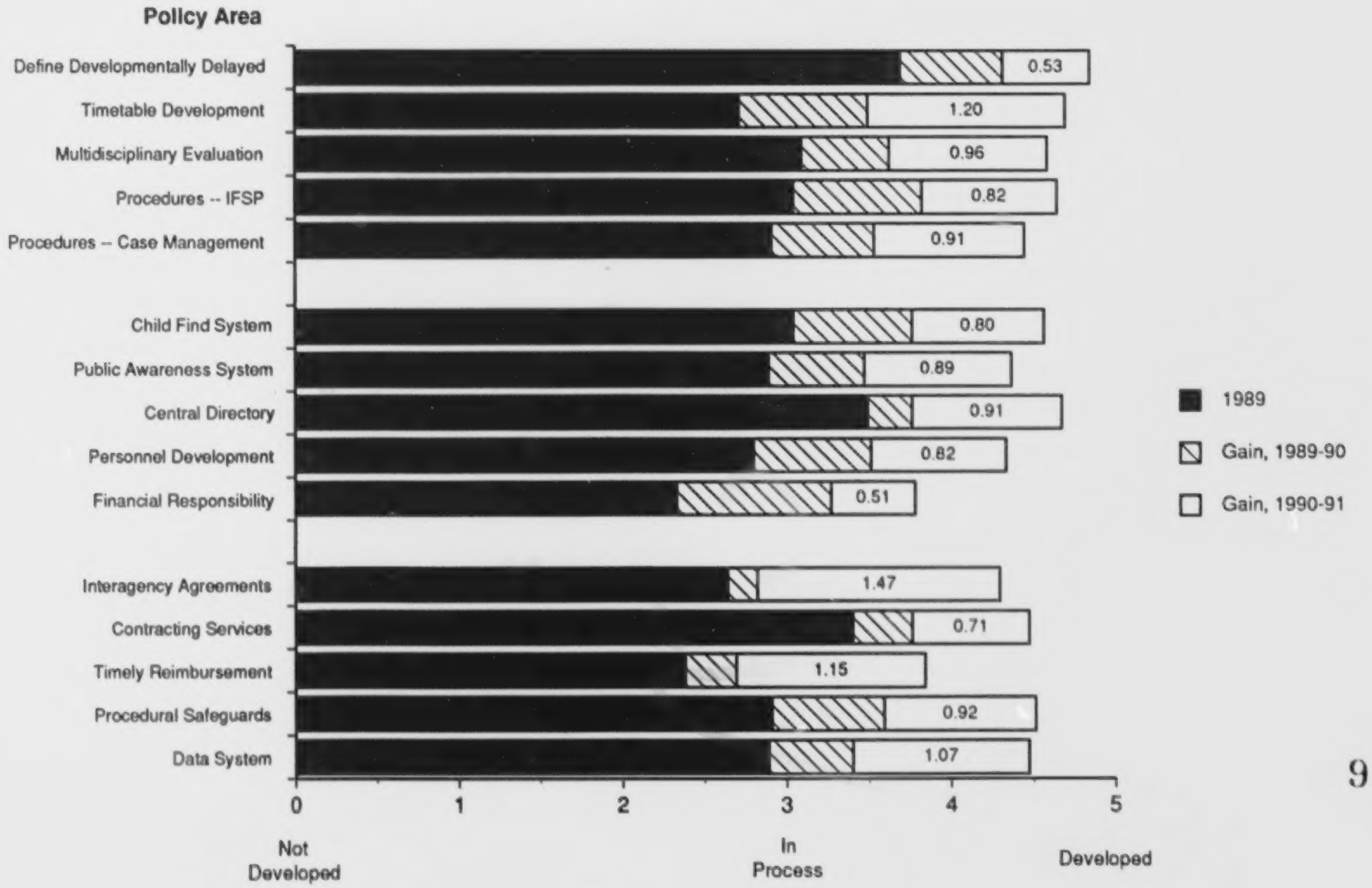
Factors Influencing the Implementation of Part H

The CPSP conducted case studies of six States to identify factors that facilitated policy development for early intervention and barriers that impeded it. Factors identified as facilitators of policy development in the case study States were:

- a **history** of interest in, and services to, young children with disabilities and a history of legislative support for program for young children;
- the presence of **key people** in different spheres of influence who had the power to bring about action;
- a **vision** of the service delivery system that had been clearly articulated and shared across four to five agencies, organizations, power sources, or constituencies;
- the existence or construction of **mechanisms for planning and program coordination** such as interagency and intra-agency work groups;
- a **climate of cooperation and trust** among the various State agencies;

FIGURE 2.1

Mean Gains in State Progress in the Implementation of Part H of IDEA
Policy Development: School Years 1989-91 (n=45)



Source: Carolina Policy Studies Program, February 1991

- a base of **State resources** upon which to build a coordinated system of funding and services; and

- the existence of **previous policies** that established the process and structure for early intervention programs.

None of the six case study States had all or the same set of factors operating. A range of four to six of the factors were operating in each of the States studied. Diversity across States also was found with regard to the barriers which were impeding policy development. Among the barriers were:

- a tradition of **local autonomy** in the State which conflicted with the State Government's responsibility to set standards, write policy and distribute resources under Part H;

- a **governmental structure** with a large number of clearance points or that was not compatible with the requirements of Part H for interagency coordination;

- **administrative disruptions** such as a change in governor or agency heads;

- **"turf guarding"** by agencies that had traditionally been autonomous;

- concerns of department administrators over **control of the resources** required for Part H;

- difficulties in securing **commitments for significant levels of financing** from different agencies;

- a **lack of qualified personnel**; and

- a **lack of support or consensus** by legislators, key State staff or advocacy groups.

In the States examined, conditions which existed prior to the passage of Part H oftentimes facilitated policy development and implementation. The study concludes that States without a history of early intervention services will need to create an environment conducive to the implementation of Part H (Harbin, Ecklund, Gallagher, Clifford & Place, 1991).

Financing Part H Services

Early intervention services provided under Part H are to be provided at no cost to families except that States may charge fees to parents for certain services where Federal or State law provides for a system of payments by families and where the inability to pay will not result in the denial of services. Federal, State, and local funds, along with private insurance, may be used to pay for early intervention services. The Part H program is designated as "payor of last resort" meaning that Part H funds may not be used to pay for services that would otherwise have been paid for from another source if not for the financial support provided by the Federal government through Part H. A survey conducted in the early years of Part H found that States were using a variety of sources to pay for early intervention services. On the average, States reported using more than 11 different sources with a general range of between 4 and 15 sources (Gallagher, Harbin, Thomas, Wenger, & Clifford, 1988).

As noted above, the assignment of financial responsibility has been one of the areas in which States have made the slowest progress in developing their system of early intervention services. Related lagging areas include the areas of ensuring timely reimbursements and interagency agreements. The Carolina Policy Studies Program examined State financing of early intervention services as part of their case studies (Clifford, 1991). They found that even States relatively advanced in implementation were relying on only one or two major funding sources to pay for early intervention services. While other sources were used, they were not used as extensively as the major sources. The case study States differed with regard to which major source of funding each used. Major sources included: Medicaid, State health funds, Chapter 1 Handicapped funds, and State education funds. The more successful States relied on only one or two sources because substantial resources are required to access additional funding sources (for example, personnel knowledgeable about the regulatory and reporting requirements).

The case studies also uncovered a variety of approaches to financing services such as unit rate financing, contracting for services, formal and informal agreements, and State and local coordination. Informal agreements and a core of State financing appeared to be critical to successful implementation. State resources are playing several roles in supporting early intervention services including providing the required match for Federal funds, such as Medicaid; filling in the significant gaps created by needs which have no other source of support; and supporting the initiation or expansion of programs at the local level for services. The study concluded that States must invest substantial resources in the form of staff time to bring about a successful financing plan for Part H services. The process of establishing an approach to financing services will be expensive because of the amount of staff time and level of expertise required.

IMPLEMENTATION OF THE PRESCHOOL GRANTS PROGRAM

School year 1991-92 was a critical one for the implementation of the Preschool Grants Programs. By the 1991-92 school year, States had to be able to assure under State law or practice the availability of a free appropriate public education (FAPE) for all 3- to 5-year-old children with disabilities. Not having a mandate for preschool services by Federal FY 1991 would result in a State being ineligible for funding for 3- to 5-year-old children with disabilities served under (a) the Preschool Grants Program, (b) Part B of the IDEA, (c) Parts C through G of the IDEA discretionary projects relating exclusively to 3- to 5-year-old children with disabilities, and (d) Chapter 1 of ESEA (SOP).

By the end of 1990, only seven States and the Northern Marianas had not yet passed mandates for preschool services. With the exception of Oregon, all were able to enact mandates to continue participation in the Preschool Grants Program by July 1, 1991. Oregon also has enacted a mandate but it is not scheduled to go into effect until the 1992-93 school year. Table 2.3 shows the age at which young children with disabilities are eligible to receive FAPE in different States. Table 2.4 shows the years in which each of the States implemented a mandate which ensured FAPE for all children 3 years of age and younger with disabilities. The tremendous recent increase in the number of States with mandates brought about through IDEA is clearly obvious.

States are awarded funds under the Preschool Grants Program based on the number of 3- to 5-year-old children receiving special education and related services on December 1 of the previous year. As reported below, the number of preschool children with disabilities receiving special education services continued to grow, although at a slower rate than in recent years. Almost $293 million dollars was appropriated for the Preschool Grants Program in FY 1991. State-by-State grant awards for FY 1991 are shown in table AG1 in Appendix A.

Rate of Increase in the Number of Preschoolers Slows Down

In December 1990, States reported that they were providing special education and related services to 399,046 children age 3-5 under Part B and Chapter 1 of ESEA (SOP). This was an increase of 10,421 children or 2.3 percent over the number served in December 1989. While the number served did increase, it was the smallest increase since the enactment of the Preschool Grants Program. Figure 2.2 shows the number of preschoolers who have received special education since 1987-88. By comparison, the total served increased 7 percent between 1987-88 and 1988-89.

Of the total number of preschoolers served, 92 percent or 368,689 were reported under IDEA while the remaining 30,357 were counted by States under Chapter 1. States have been reporting fewer preschoolers served under Chapter 1 every year since December 1987 when the first count of 3- through 5-year-olds served under Chapter 1 was taken. The decrease in preschoolers in Chapter 1 between December 1989 and December 1990 was 5,741 children.

Nationally, the 399,046 preschoolers who were receiving special education under both of the laws in school year 1990-91 represented approximately 3.61 percent of the estimated resident population age 3-5. The percentage of preschoolers served varied across States from a low of 1.64 percent to a high of 6.78 percent with the largest portion (39 States) serving between 2 and 5 percent.

TABLE 2.3

Special Education Mandate: Age at Which All Children with Disabilities are Eligible for a Free Appropriate Public Education

Birth	Age 2	Age 3		Age 5
American Samoa Guam Iowa Maryland Michigan Minnesota Nebraska Palau Puerto Rico	Virginia	Alabama Alaska Arizona Arkansas Bureau of Indian Affairs California Colorado Connecticut Delaware District of Columbia Florida Georgia Hawaii Idaho Illinois Indiana Kansas Kentucky Louisiana Maine Massachusetts Mississippi Missouri Montana	Nevada New Hampshire New Jersey New Mexico New York North Carolina North Dakota Northern Mariana Islands Ohio Oklahoma Pennsylvania Rhode Island South Carolina South Dakota Tennessee Texas Utah Vermont Virgin Islands Washington West Virginia Wisconsin Wyoming	Oregon (legislation passed for 92-93)
Total: 9	1	45		1

Source: National Early Childhood Technical Assistance System (NEC*TAS), August 1991.

TABLE 2.4

School Year in Which States/Jurisdictions Implemented a Mandate Which Ensured FAPE for All Children 3 Years of Age or Younger with Disabilities

1973-1974

Michigan
Illinois
Wisconsin

1974-1975

Alaska
Texas

1975-1976

Iowa
Virginia

1976-1977

Massachusetts
Rhode Island
South Dakota

1977-1978

American Samoa
Louisiana
New Hampshire

1978-1979

Maryland

1979-1980

Nebraska

1980-1981

Hawaii

1981-1982

Guam
Virgin Islands

1983-1984

District of Columbia
New Jersey

1985-1986

Puerto Rico
North Dakota
Washington

1986-1987

Minnesota

1987-1988

Bureau of Indian Affairs

1988-1989

Utah

1989-1990

Idaho
Palau

1990-1991

Montana
Nevada
Northern Mariana Islands
Wyoming

1991-1992

Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Indiana
Kansas
Kentucky
Maine
Mississippi
Missouri
New Mexico
New York
North Carolina
Ohio
Oklahoma
Pennsylvania
South Carolina
Tennessee
Vermont
West Virginia

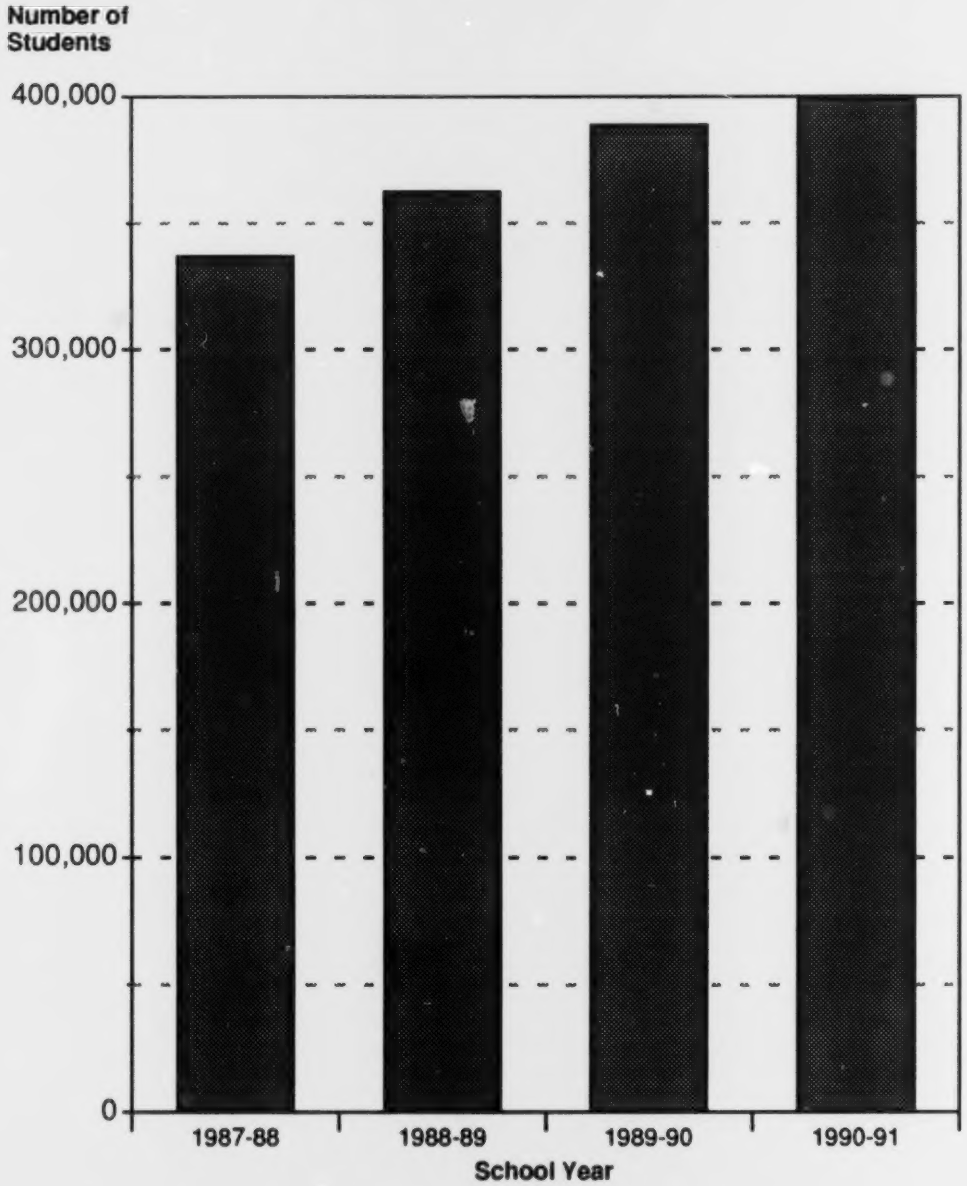
1992-1993

Oregon

Source: National Early Childhood Technical Assistance System (NEC*TAS), 1991.

FIGURE 2.2

Increase in the Number of 3- through 5-Year-Olds Served Under IDEA, Part B and Chapter 1 of ESEA (SOP): School Years 1987-88 to 1990-91



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis Sytem (DANS).

Thirty-five States, Puerto Rico, American Samoa, Guam, and the Northern Marianas reported they were serving more 3- through 5-year-olds in December of 1990 than they had a year earlier. Fifteen States, the District of Columbia, and the Virgin Islands reported a smaller number. Comparing the percentage of the population served in 1989 and 1990 shows that, in 1990, 31 States served a greater percentage, 19 served a smaller percentage, and one State served the same.[2] Any comparisons over time which involve percentage of the population should be interpreted with caution because the general population figures for 1990 are based on new census figures while the preceding years are based on earlier population data.

Five-year-olds continue to make up over one-half of the preschoolers served under IDEA, Part B. Sixteen percent of this age group were 3-year-olds, 30 percent were 4-year-olds and 54 percent were 5-year-olds. However, the percentage of preschoolers served under Part B who are 5 years old has steadily decreased from 64 percent in 1986-87. More children at each age were being served in 1990 than in 1986 but the increase has been greatest among the youngest children. Since 1986-87, the number of 5-year-olds served has increased 16 percent, the number of 4-year-olds has increased 74 percent, and the number of 3-year-olds has increased 90 percent.

Between 1989-90 and 1990-91, the proportion of the resident population of 3-year-olds who received special education under Part B went from 1.5 to 1.6 percent and of 4-year-olds from 2.8 to 3.0 percent. The proportion of 5-year-olds remained unchanged at 5.4 percent. Figure 2.3 shows the total number of preschool children who received special education in 1989-90 by program and within IDEA, Part B, by age year. Individual age year data are not available on children served through Chapter 1 of ESEA (SOP).

Administering the Preschool Grants Program

To assist the sharing of expertise among States, the National Early Childhood Technical Assistance System (NEC*TAS) profiles information about the Preschool Grants Program (NEC*TAS, 1991). This profile provides an interesting overview of how States are implementing the program. In the great majority of States, the Preschool Grants Program is administered by the special education unit within the State. In four of the five States where special education does not administer the program, it is administered by an early childhood (but not within special education) unit.

Under the Preschool Grants Program (Section 619), States may retain up to 20 percent of the State grant for discretionary purposes. Most States retained the full 20 percent although some retained considerably less with seven States retaining none. States report using these funds in a variety of ways to improve services for preschool children with disabilities. The most common

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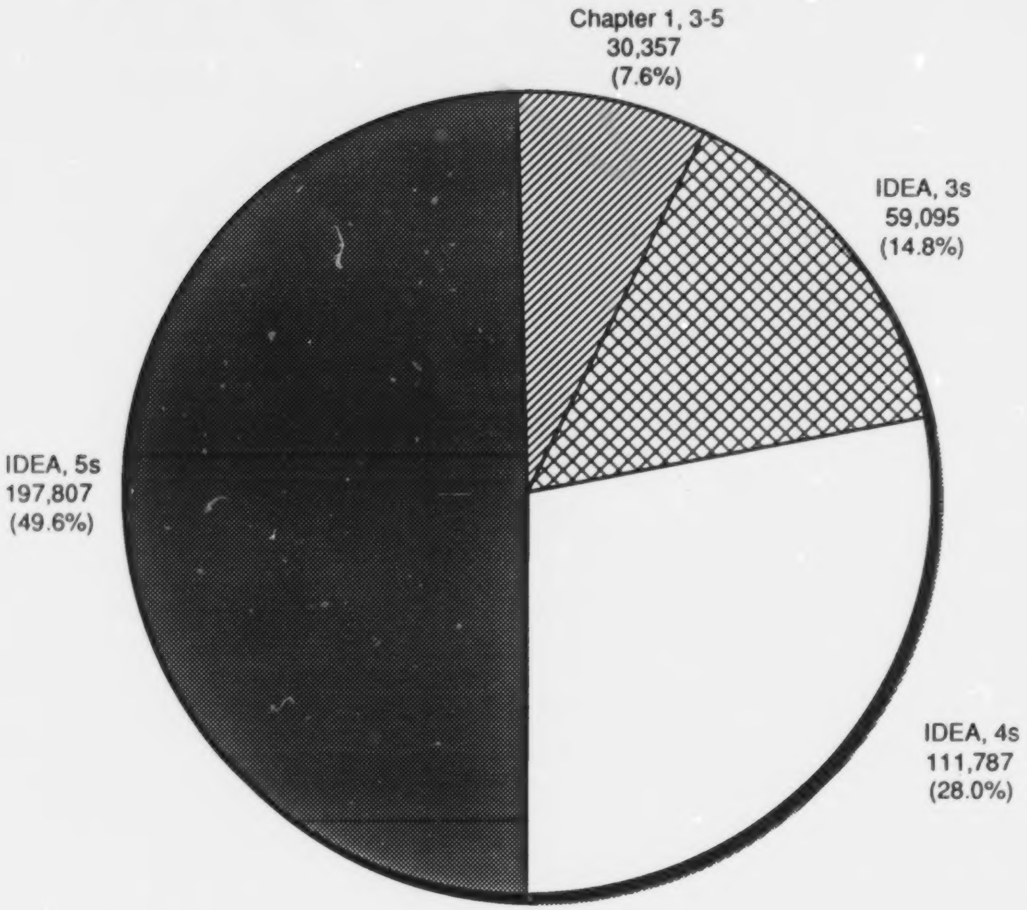
[2] Based on 50 States and the District of Columbia. Population figures were not available for the other entities.

FIGURE 2.3

Number of 3- Through 5-Year-Olds Served under IDEA, Part B and Chapter 1 of ESEA (SOP) by Age and Program: School Year 1990-91



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

use was for training; 41 States reported that they use 619 funds to provide training. Other common uses were for the provision of technical assistance (28 States); the provision of direct service (27 States), and the development of pilot programs (24 States).

States are using funding from 19 different funding sources to fund preschool services. All States use Part B and Preschool Grant funds. Other common sources are State and local funds (32 and 29 States, respectively); Chapter 1 of ESEA (SOP) funds (28); Federal Head Start and Comprehensive Child Development Funds (24 each).

States have instituted a variety of mechanisms to promote interagency cooperation in providing services to preschool children. Fifty-one of 53 States reported having a State level preschool representative on the Part H Interagency Coordinating Council. State Educational Agencies (SEAs) have also developed interagency agreements with a variety of other State agencies including Head Start, Health, and Human/Social Services. The most common element contained in the agreements between Head Start and the SEA included shared training and technical assistance (31 States), coordinated referral procedures, joint staffing and IEP development, and encouraging local interagency agreement (23 States each). Child Find and transition planning were also frequent elements (22 States).

A number of States are supporting the establishment of local or regional interagency coordinating councils to address the provision of services for preschool children with disabilities. In eight States, these councils are required by the State Educational Agency and for most of these States the age focus of the council is birth through age 5. Other services provided by the SEA to promote local councils include technical assistance and fiscal and staff support.

Not many States have developed transition policies to cover the two possible transitions a preschool child might make: from Part H into a preschool program and from a preschool program into kindergarten. Twelve States reported having transition agreements or policies in place for the transition from Part H. Another 23 are working on such agreements. Only 8 States have agreements in place covering the transition to kindergarten and 14 have agreements under development.

Providing Preschool Services in the Least Restrictive Environment

Implementing LRE for preschool children is a particular challenge for States that do not provide regular education programs for children of preschool age. When school districts do not provide regular education programs for preschoolers, coordinating with Head Start and community programs represents a possible mechanism for allowing young children with disabilities to be served with nondisabled children. Serving children in community programs presents other challenges, such as the appropriateness of the personnel. States reported to OSEP that 84 percent of the 3- through 5-year-olds who received special education and related services in school year 1988-89 did so in regular school buildings. The percentage of preschoolers placed in separate schools was 13 percent. The remainder were either in residential facilities, or home/hospital environments. These figures are nearly identical to those reported by States for school year 1988-89.

Because districts often lack a variety of options for preschool children, these data may overestimate the extent of opportunity for interaction with children without disabilities, especially for the younger children. As mentioned above, most of the children in the 3-5 age range served in special education through Part B are 5-year-olds. Many of these children are in kindergarten and, therefore, the regular class and school placements can provide opportunities for interaction with nondisabled peers for this age group. The situation may be different for the younger children. Even though 3- and 4-year-olds with disabilities may be served in a regular school building, the only children without disabilities in the building may be children age 5 or older.

ENSURING AN ADEQUATE SUPPLY OF TRAINED PERSONNEL IN EARLY CHILDHOOD

The provision of high quality services to young children with disabilities depends on the availability of a national pool of trained professionals. Personnel shortages have been characteristic of special education for many years and early childhood is no exception. While there are shortages of early interventionists and early childhood special education teachers, the shortage is particularly acute for related service providers such as occupational therapists and physical therapists. States face a variety of personnel related issues as they set about to initiate or improve the provision of services for young children with disabilities.

States have only begun to assemble data on the number of personnel currently providing early intervention services to infants and toddlers. Tabulations are difficult because of the diversity of the service delivery systems and the personnel involved. Many States contract for services rather than hire individual service providers directly. Many agencies serve a broad range of age groups so that personnel are not designated specifically to work with infants and toddlers. Only 38 out of the 57 States were able to report data on personnel employed and even fewer were able to report data on personnel needed in early intervention. Personnel needed is defined as an unfilled vacancy or a position filled by a less than fully qualified individual. The most frequent type of personnel reported (in full time equivalencies) as providing early intervention services were paraprofessionals, special educators, nurses, physicians, social workers, and psychologists. States reported nearly one and one-half times as many paraprofessionals employed in early intervention as special educators, the next most frequent category. Assessing need as a ratio of personnel needed to the number employed, the greatest areas of need in early intervention were reported by States to be speech and language pathologists, physical therapists, occupational therapists, and special educators. The high degree of need for speech and language pathologists was due almost entirely to New York, which reported needing another three speech pathologists for every four employed. Overall, for the professions of greatest need, States reporting needed about one full time professional for every three employed.

The data for personnel working with preschool children are only available for special education teachers.[3] States reported that 14,187 special education teachers were employed to work with the nation's 388,625 3- through 5-year-olds with disabilities in 1989-90.[4] This was about 2 percent more teachers than were employed in the previous year. States also reported needing 2,811 more preschool special education teachers. For every five teachers employed, there was one vacancy or a position filled by a less than fully qualified teacher. The need for preschool teachers reported for 1989-90 was an increase of 27 percent over the previous year. The need for personnel appears to be getting greater each year as the number of preschool children in special education increases. Given the large number of States with mandates that are becoming effective after these personnel data were reported, the need for personnel is likely to become even greater in future years.

To ensure that the personnel working with young children are qualified, States are developing standards for professionals working with young children. Part H, in particular, requires that States develop personnel policies as part of their early intervention system. The Carolina Policy Studies Program reports that nearly all States had developed policies for the major disciplines involved in Part H. The two professions which seem to be somewhat more difficult than the others were special education and nutrition (Harbin, Gallagher, & Lillie, 1991). The researchers identified a number of barriers which can inhibit the execution of sound personnel policies. These included: (1) a lack of coordination between higher education and States agencies; (2) significant personnel shortages; (3) poor pay; (4) a relatively high turnover rate in service positions; (5) the long lead time for training institutions to develop special programs; (6) the initiation or modification of roles such as case manager; and (7) the new responsibilities of service providers such as encouraging family empowerment which may require substantial changes in the way many professionals provide services (Gallagher & Coleman, 1990).

A study of eleven national associations of the professions involved in early intervention found that only one was supporting the creation of special certification for professionals working with young children with disabilities. The Division of Early Childhood of the Council for Exceptional Children is encouraging the establishment of certification for an early childhood special educator. Five of the organizations are developing guidelines for "best practice" for members of their profession working with infants, toddlers, and their families. The remaining organizations are not currently developing personnel guidelines or recommendations for providing early intervention services (Gallagher & Coleman, 1990).

Currently, fifteen States report having certification for special educators working with the birth to age 5 population. Another seven States have certification for special education teachers of 3- through 5-year-olds. Twenty-one States provide an early childhood endorsement which is added to existing certification. Some of these States have both a certification and an endorsement. Eleven States have only school age certification without a specialization for working with preschoolers (NEC*TAS, 1991).

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[3] Data on related service personnel are reported along with those for school-age children and are not available by age group.

[4] The data on personnel are for the year *before* the most recent data on children served. The most recent data on personnel represents the work force for the 1989-90 child count, i.e, the child count reported in the *Thirteenth Annual Report to Congress.*

Through Part D of the IDEA, the Office of Special Education Programs provides funds to increase the number of qualified personnel. Funds are awarded to colleges and universities, State and local educational agencies, and nonprofit agencies, to assist in the development and implementation of programs that improve the quality and increase the quantity of special educators, early interventionists, and related service personnel. Since 1985, OSEP has conducted a competition for training personnel to work with infants, toddlers, and preschoolers. The training projects funded through this competition must include consideration of family involvement and have a significant interdisciplinary focus. In FY 1991, OSEP funded 63 projects. The total funds awarded to these projects and for continuation of previous projects was $4.8 million. Many of these projects target particular areas of need within early childhood. For instance, four of the new projects have a multicultural focus and four target rural areas. Iowa State University received funding to assist individuals with conditional licensure in early childhood to obtain full licensure and to recruit and train individuals seeking advanced masters' level training. The training program emphasizes a strong interdisciplinary foundation in child development and family studies and focuses on a family-centered approach to services in the least restrictive environment. The project will emphasize recruiting persons established in rural communities and likely to remain in those communities.

THE EARLY EDUCATION PROGRAM FOR CHILDREN WITH DISABILITIES (EEPCD)

The Office of Special Education Programs supports a wide variety of projects that are designed to improve the delivery of services to young children with disabilities, and to their families. These discretionary projects address many different needs within service delivery such as the need to develop more effective practices, the need to develop service delivery models for the unique features of a region or population, or the need for more trained personnel as discussed above. The Early Education Program for Children with Disabilities, formerly the Handicapped Children's Early Education Program, is the largest single source of discretionary funding for children under 8 years of age.

Originally authorized within Part C of the Education of the Handicapped Act, the Early Education Program for Children with Disabilities was established in 1968 to set up model demonstration projects for the delivery of special education and related services to young children with disabilities. As a precursor to the State grant programs for direct services to infants, toddlers, and preschoolers, EEPCD funds supported the development of programs, curricula, assessments, etc. These model demonstration and outreach projects established the state-of-the-art in the field of early childhood from which future programs were adapted.

Although the framework has been consistent since its inception, the focus of EEPCD has shifted to support the initiation and expansion of State programs over the past 20 years. EEPCD funds have supported a range of early childhood activities including: demonstration projects, outreach projects, experimental projects, technical assistance, research projects, research institutes, and in-service training projects. In FY 1991, $24.202 million was awarded to public and private nonprofit organizations around the country to fund 131 new and ongoing EEPCD projects.

During FY 1991, EEPCD funded new projects in several different areas. The types of projects, the number of awards made, and the total amount of the awards are shown in table 2.5. Under the model demonstration effort, about $1.4 million is supporting 11 new projects. These projects develop, implement, and evaluate new or improved approaches for serving young children with disabilities. For example, the Activity-Based Intervention Project conducted by the University of Oregon will develop and evaluate a naturalistic, activity-based approach to intervention for infants and toddlers. This project has the potential to move practice away from teaching young children "difficult-to-generalize" skills and toward the development of functional skills that enhance problem solving and cognitive functioning for children with disabilities. A second example of a demonstration project is the model system of family-centered services for foster care families of infants and toddlers prenatally-exposed to drugs which is underway at Children's Hospital, Akron, Ohio. This project addresses the complex medical and developmental needs of infants and toddlers prenatally-exposed to drugs who are in foster care. Interventions are designed to: (1) increase the competence of foster care families, (2) increase the number of foster families willing and able to care for children prenatally-exposed to drugs, and (3) reduce the negative impact of multiple foster care placements on children's development.

Outreach projects are designed to transfer the findings of research and model demonstration activities into the service delivery system. They improve early childhood programs through training and other assistance activities which will enable them to replicate exemplary practices. Seventeen 36-month projects were funded in FY 1991.

A five-year Early Childhood Research Institute on Substance Abuse was awarded to a consortium made up of the University of Kansas, the University of Minnesota, and the University Affiliated Program of the University of South Dakota. This Research Institute will conduct longitudinal studies on children exposed to drugs and alcohol prenatally. It will also develop, field test, and disseminate new or improved collaborative interventions for infants, toddlers, and preschool-age children who are developmentally delayed, at risk for developmental delay or disabled because of maternal use of alcohol or drugs, especially crack cocaine and other street drugs.

The National Early Childhood Technical Assistance System (NEC*TAS) was funded for five more years beginning in 1991. NEC*TAS will be operated by the Frank Porter Graham Child Development Center at the University of North Carolina in collaboration with the Georgetown University Child Development Center and University Affiliated Program, the National Center for Clinical Infant Programs, the National Association of State Directors of Special Education, the Federation for Children with Special Needs, and the University Affiliated Program at the University of Hawaii at Manoa. The project will design and provide technical assistance to four primary target populations: Part H staff, Interagency Coordinating Council members, Part B, Section 619 staff, and staff from EEPCD projects. The mission of NEC*TAS is to

TABLE 2.5

New Projects Funded Through EEPCD During FY 1991

Competition	Number of Projects	Total Dollars
Nondirected Demonstrations	11	$1,399,602
State and Multi-State Outreach	17	2,386,540
In-service Training	18	2,263,203
Early Childhood Research Institute - Substance Abuse	1	799,915

provide technical assistance that assists the target populations in providing quality services for young children with special needs and to link the target populations to facilitate the exchange of information about models of service delivery and best practice.

SUMMARY

Fiscal Year 1991 was important for the implementation of the Infants and Toddlers Program (Part H) and the Preschool Grants Program (Section 619). Between spring of 1990 and spring of 1991, it became clear that some States were not going to be able to meet the fourth year requirements for participation in the Part H program. Rather than have States drop out of the program, Congress altered the implementation schedule and the funding formula. Congress adopted a system of differential funding and allowed States to apply for up to two, one-year grants extending the time for meeting fourth or fifth year requirements. Eleven States opted for extended participation. From Fiscal Year 1990 funds, these States received a Part H grant award equal to the amount received in FY 1989. The States that are proceeding on schedule received larger grant awards. While States continue to make progress in developing their early intervention systems, issues around the financing of Part H services continue to be difficult to resolve. Some States are also still unable to report an accurate count of the number of infants and toddlers in early intervention.

By school year 1991-92, all States had to be able to assure the availability of FAPE for all 3- to 5-year-old children with disabilities. With the exception of Oregon, all were able to enact mandates. Oregon has also enacted a mandate but it will not go into effect until school year 1992-93. The total number of preschool children receiving special education during 1990-91 was

399,046. While this was an increase of 2.3 percent over the number reported in the previous year, it was the smallest increase since the Preschool Grants Program was established in 1986.

The insufficient number of trained personnel to work with young children with disabilities continues to be an impediment to the provision of quality service. The provision of early intervention services is being impaired by shortages of speech and language therapists, occupational therapists, physical therapists and special educators. States reported needing an additional full-time professional in these fields for every three employed. States reported that 14,187 teachers provided special education to the nation's 3- through 5-year-olds with disabilities. The shortage of special education teachers to work with this age group has gotten worse over the last several years and will likely continue to worsen as States implement their new mandates for services. For 1989-90, States reported needing one additional teacher for every five employed for the 3- to 5-year-old children.

In Fiscal Year 1991, more than $24 million was awarded to public and private nonprofit organizations around the country to fund 131 new and ongoing projects under the Early Education Program for Children with Disabilities (EEPCD). In addition to 11 new model demonstration projects, 17 new outreach projects, and 18 new in-service training projects, EEPCD funds supported a new Research Institute on Substance Abuse. The National Early Childhood Technical Assistance System was funded to provide technical assistance to Part H staff, Interagency Coordinating Council members, Section 619 staff, and staff from the other EEPCD projects.

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CHAPTER 3

DROPOUTS WITH DISABILITIES: WHO THEY ARE, HOW TO HELP[1]

The Nation's dropout rate has become a lightning rod for a good deal of criticism and concern about the education system. The dropout rate, as an indicator of the "holding power" of schools, has become a tool to increase schools' accountability for educational quality. The presumption is that schools can be judged effective only if the education they offer is capable of retaining their students. This expectation has been incorporated in one of the six national education goals resulting from the 1990 National Education Summit:

> **Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.**

This focus on keeping students in school appears justified in light of abundant and compelling evidence that high school dropouts are a social and economic drain on the Nation. For example, the William T. Grant Foundation on Work, Family, and Citizenship (1988) suggests that high school dropouts have higher unemployment than all other groups of young people. In 1986, only 55 percent of dropouts under age 20 were employed; only 31 percent of male dropouts and 14 percent of female dropouts were working full time. Although fewer than 20 percent of the adult population were dropouts, they constituted 66 percent of the Nation's prison population.

A concerted attack on the dropout problem has been evident for several years. At the national level, resources have been invested in demonstration projects to prevent dropping out and in studies of how best to measure it when it occurs. Research has addressed characteristics of students "at risk" of dropping out and characteristics of programs effective in preventing them from doing it (U.S. General Accounting Office, 1986 and 1987). Many States and local school districts have begun their own initiatives to retain their students.

But the politics, programming, and research on dropouts largely have overlooked students with disabilities, perhaps because their special education programs are assumed to provide the individualized services that should ameliorate whatever risk of dropping out these students might experience. However, recent data call into question this inattention to students with disabilities in the dropout arena. As a group, students with disabilities drop out of school at a significantly higher rate than typical secondary school students (as discussed more thoroughly below). If students with disabilities contribute disproportionately to the dropout problem, why are they not actively and explicitly included in efforts to solve it?

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[1] This chapter is an abridged version of Wagner, M. (1991), *Dropouts with disabilities: What do we know? What can we do?* Menlo Park, CA: SRI International.

One possible explanation for omitting students with disabilities from the dropout research and programming agenda of the past may be that, until recently, there has been little reliable data to demonstrate the size and nature of the dropout problem among these students. To fill the information gap, P.L. 99-457 (1984) required that States report to the Federal government on the school-leaving status of students exiting special education. However, school-reported data on school-leaving status have a variety of limitations that result in a general underreporting of dropout rates (Frase, 1989).[2] Not until 1987 were household-reported data collected nationally on the school-leaving status of students with disabilities. These data, reported here, were collected as part of the National Longitudinal Transition Study of Special Education Students (NLTS), funded by the Office of Special Education Programs (OSEP) of the U.S. Department of Education.

The NLTS was mandated by the U.S. Congress in 1983 to provide information to practitioners, policy makers, researchers, and others regarding the transition of youth with disabilities from secondary school to early adulthood. OSEP contracted with SRI International to determine a design, develop and field test data collection instruments, and select a sample of students for a study that would meet the congressional mandate. In April 1987, under a separate contract, SRI International began the actual study.

This five-year study includes a nationally representative sample of more than 8,000 young people who were age 13 to 21 and secondary special education students in the 1985-86 school year. The sample represents youth in all 11 Federal special education disability categories and permits findings to be generalized nationally for each disability group.

Data reported here were collected in 1987 from telephone interviews with parents, from school records for the most recent year students attended secondary school, and from a survey of educators in the schools attended by students in the sample. (Full reports on various aspects of sampling and data collection methods also are available; Wagner, Newman, & Shaver, 1989; Javitz & Wagner, 1990.)

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[2] For example, in assessing the level of agreement between school reports and parent reports of school completion status, the NLTS found that schools listed 6 percent of students with a status of transferred/moved at the end of the school year. (Other categories included graduated, dropped out, over-age, promoted/not promoted, institutionalized, incarcerated, expelled, and other.) Of the students who schools thought had transferred/moved, 65 percent of parents reported they had dropped out.

Findings from the NLTS suggest four key points regarding school completion for students with disabilities:

- A sizable percentage of students with disabilities drop out of school--a significantly higher percentage than among typical students. The dropout problem is particularly acute for students with certain disabilities--those classified as having serious emotional disturbance, learning disabilities, speech impairments, or mental retardation (who are 90 percent of students in secondary special education).
- Dropping out of school is the culmination of a cluster of school performance problems, including high absenteeism and poor grade performance.
- A variety of student characteristics and behaviors are associated with poor school performance and a higher likelihood that students will drop out. Understanding these risk factors can help schools target dropout prevention programs to students most prone to early school leaving.
- Dropping out is not a function solely of student and family factors. There are significant relationships between aspects of students' school programs and student outcomes. Schools can make a difference in their students' performance. Schools can increase the likelihood that students will finish school.

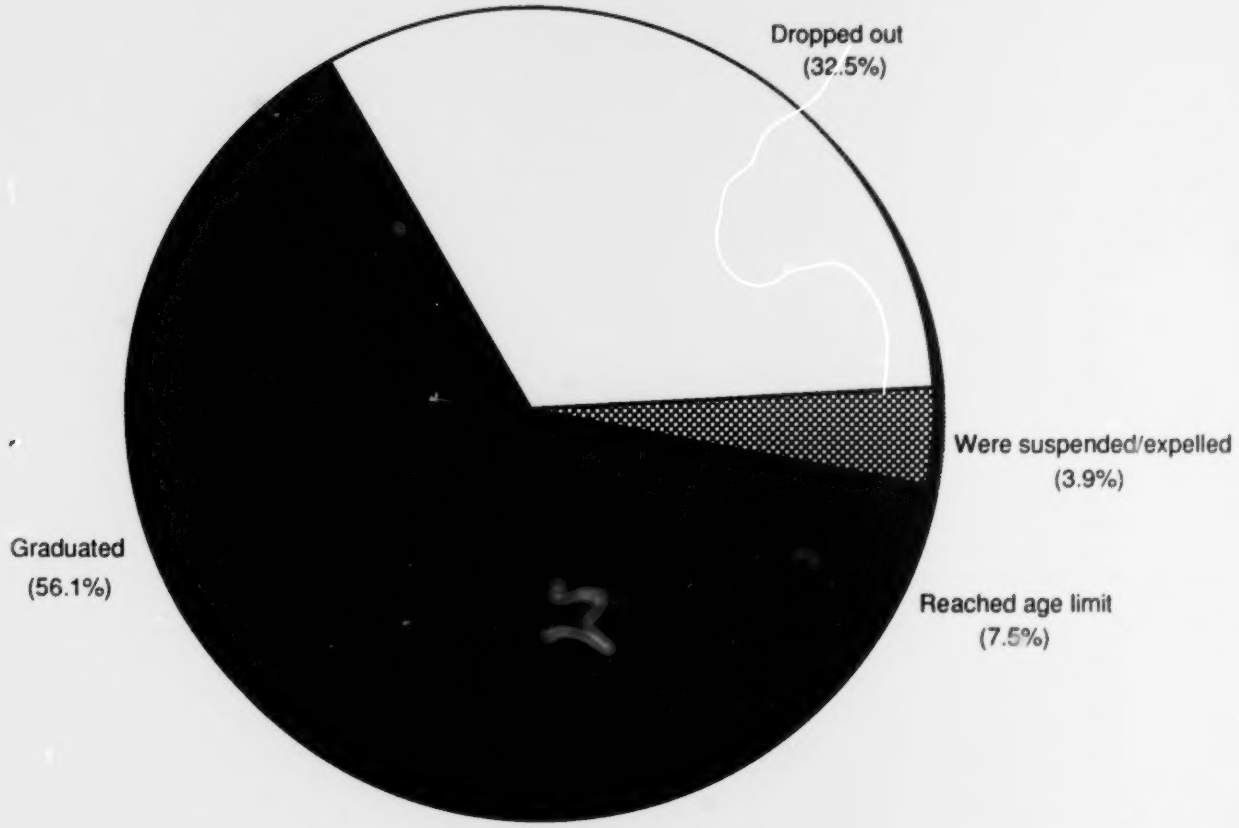
The remainder of this chapter presents NLTS findings that demonstrate these points.

THE SCHOOL COMPLETION STATUS OF STUDENTS WITH DISABILITIES

In the general student population, there are three typical modes of leaving secondary school. Students can accumulate the necessary course credits in their high school programs and graduate; they may choose to leave school without graduating (drop out); or they may be involuntarily and permanently suspended or expelled from school (a fairly rare occurrence). Students with disabilities can exit secondary school in these three ways as well. In addition, they may "age out"--stay in school until they reach the legal age limit for receiving special education services without accumulating the necessary credits for graduation. Figure 3.1 indicates the

FIGURE 3.1

Mode of School Leaving for Youth with Disabilities
Who Left Secondary School in a 2-Year Period (n=3,048)



Source: NLTS parent interviews and students' school records.

percentages[3] of students with disabilities who left secondary school in either the 1985-86 or 1986-87 school year through these four modes.[4]

Overall, 56 percent of exiters from high school in a two-year period graduated, a percentage quite similar to the graduation percentages of 60 percent and 59 percent reported by States for exiters with disabilities for the 1985-86 and 1986-87 school years (U.S. Department of Education, 1988 and 1989). Almost 1 in 3 school leavers with disabilities (32 percent) dropped out of school, and 4 percent were suspended or expelled. Fewer than 1 in 10 students (8 percent) left school because they exceeded the school age limit.

COMPARISONS WITH SCHOOL LEAVERS IN THE GENERAL POPULATION

Having a benchmark against which to compare the finding that almost a third of exiters with disabilities left school by dropping out gives the statistic further meaning. The NLTS has calculated graduation and dropout percentages for a sample of school leavers from the general population using data from the National Longitudinal Survey of Youth (NLSY; U.S. Department of Labor). To be comparable to the NLSY, NLTS percentages were recalculated only for school leavers age 15 to 20, which virtually eliminated youth with disabilities who aged out of school. Also, the NLTS recalculations included among dropouts, students who had been suspended or expelled, as was done in the NLSY.

These recalculations permit comparisons between youth with disabilities and the general population of youth. However, the NLTS has demonstrated that youth with disabilities differ from the general population in ways other than the presence of a disability (Marder & Cox, 1991). Youth with disabilities are disproportionately male, minorities, and from low-income households and urban areas, factors that could affect their outcomes relative to the general population of youth. To determine the extent to which differences between youth with disabilities and the general population of youth resulted from these demographic differences, not from disability-related differences, the NLTS has constructed a second comparison group from the NLSY. This second group includes youth in the general population who have the same distribution on selected demographic characteristics (e.g., gender, ethnicity) as youth with disabilities (Wagner, Newman, D'Amico, Jay, Butler-Nalin, Marder, & Cox, 1991).

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[3] Percentages and means reported for the NLTS are estimates for the national population of secondary special education students, not percentages of the NLTS sample. Sample sizes reported in tables (indicated as "N") are the actual number of cases on which the particular calculations are based.

[4] School completion status was determined from a combination of parent and school reports, because no single source of data was available for all students. The percentage of students graduating is calculated by taking the total number of students with disabilities who left school in the 1985-86 or 1986-87 school year by graduating (with either a regular or special diploma), divided by the total number of students with disabilities leaving secondary school in those years. Graduates were identified by schools and/or parents; 75 percent of graduates were reported to have received regular diplomas.

Table 3.1 compares the percentages of 15- to 20-year-old school leavers who graduated and dropped out for (1) youth with disabilities, based on the NLTS; (2) youth with demographic characteristics similar to those of youth with disabilities, based on data from the NLSY; and (3) the general population of youth, based on the NLSY.

These comparisons show that youth with disabilities were significantly more likely to drop out of school than youth in the general population. Of youth age 15 to 20 who left secondary school in a two-year period, 43 percent of those with disabilities were dropouts (including those suspended or expelled), compared with 24 percent of youth in the general population ($p<.001$).[5] Further, less than half of this sizable difference between groups resulted from the fact that students with disabilities were disproportionately males, minorities, and from lower-socioeconomic (SES) households. When these factors were adjusted in the creation of a second comparison group, significant differences remained; 43 percent of youth with disabilities dropped out vs. 32 percent of youth who were comparable on selected demographic characteristics ($p<.001$). The percentage of exiters who graduated was correspondingly lower for youth with disabilities: 57 percent vs. 76 percent for students without disabilities and 68 percent for students with demographic characteristics similar to students with disabilities. Clearly, the national goal of graduating 90 percent of secondary school students implies a much greater increase in graduation rates for students with disabilities than for other students.

VARIATIONS IN SCHOOL COMPLETION PATTERNS BY DISABILITY CATEGORY

Examining any outcome measure for students with disabilities as a whole masks the wide variation in experiences between students with different kinds of disabilities. Although NLTS data suggest that dropping out is a pervasive problem among students with disabilities as a group, it is particularly acute for those in some disability categories, but significantly less common among others.[6] Figure 3.2 demonstrates this variation by disability category in the extent to which students left secondary school in the 1985-86 or 1986-87 school year by graduating, aging out, dropping out, or being suspended or expelled; youth were age 15 to 23.

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[5] P values indicated the likelihood that the difference measured would have occurred by chance. A p value of .05 for example indicates there would be only five chances in 100 of finding the difference reported simply by chance; .001 indicates one chance in 1,000, a very strong relationship.

[6] Throughout this report, youth are assigned to a disability category based on the primary disability designated by the youth's school or district in the 1985-86 school year.

TABLE 3.1

Percentage of 15- to 20-Year-Old School Leavers Who Graduated and Dropped Out Among Youth with Disabilities and the General Population of Youth

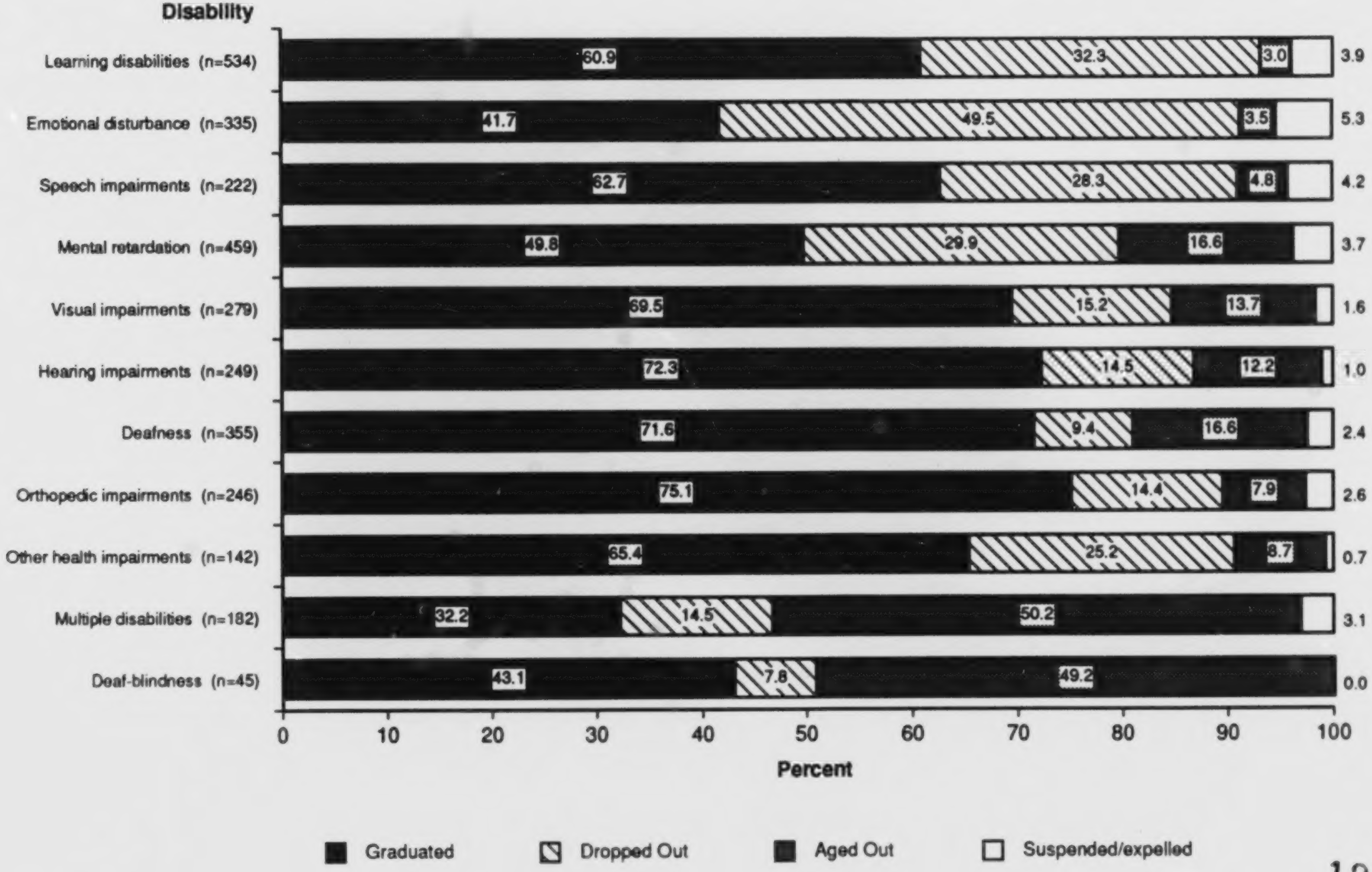
Youth Characteristics	Percentage of Youth Ages 15-20 Leaving Secondary School in a Two-Year Period Who Were:			Standard Error[a]	N
	Graduates	Dropouts	Age-Outs		
Youth with disabilities	57.1	42.9	<.1	2.6	1,620
Youth in the general population with demographic characteristics similar to youth with disabilities	68.4	31.6	0.0	.9	6,595
Youth in the general population	75.6	24.4	0.0	.8	6,595

[a] Standard errors denote how precisely the percentage estimates the rates that would be measured if the total population were included in the study. Smaller standard errors imply more precise estimates.

Source: For youth with disabilities: NLTS parent interviews and students' school records for their most recent school year. For the general population of youth: NLSY youth interviews.

FIGURE 3.2

Mode of School Leaving of Secondary School Exiters by Disability Category



Source: NLTS parent interviews and students' school records.

Exiters in the serious emotional disturbance category were significantly more likely than youth in any other disability category to have dropped out (50 percent; $p<.001$). Almost 1 in 3 exiters classified as having learning disabilities (32 percent) dropped out, as did 28 percent of exiters classified as having speech impairments and 30 percent of those with mental retardation. The percentage of exiters who dropped out among those with other health impairments was 25 percent. Percentages in other categories were generally 15 percent or below.

DROPPING OUT VERSUS PERSISTING IN SCHOOL

Thus far, the discussion has focused on youth who left school and has assessed the extent to which they graduated, dropped out, aged out, or were suspended or expelled. For younger students, however, choices about school participation are not between graduating and dropping out, but between staying in school and dropping out. Here we expand our analysis of dropout behavior by comparing dropping out to school persistence and examining characteristics that distinguish youth who chose those two paths. For our purposes, school persisters were those who, at the end of their most recent school year, were still in school, or students who had stayed in school until they graduated or aged out.

Table 3.2 indicates the percentage of students who were in secondary special education in the 1985-86 school year and who were still in school or exited by various means by 1987.[7] Two-thirds of youth still were enrolled in school at the end of the 1986-87 school year. Graduates constituted 18 percent of youth, while age-outs and those suspended or expelled were 2 percent and 1 percent of youth, respectively. Youth who had dropped out accounted for 11 percent of youth with disabilities. By grade level, the percentage of youth who were dropouts ranged from 4 percent of those who had made it to 12th grade to 14 percent of students in 11th grade.

These figures regarding the propensity to drop out among students with disabilities are sobering. These youth already experience whatever obstacles to adult independence are posed by their disabilities. At the end of a given school year, 11 percent of students also take on the obstacles inherent in leaving school without graduating. Although dropping out of school is not an irrevocable decision, other NLTS analyses suggest that few young people with disabilities who dropped out had returned to school in the first two years after leaving (Wagner, 1991b). Most continue into their early adult years with two strikes against them.

The Relationship of School Performance to School Completion

Dropping out of school is often not a sudden action but the culmination of a sometimes lengthy process of disengagement from school. Research on both typical students (Bachman, Green, & Wirtanen, 1971) and those with disabilities (Thornton, Liu, Morrow, & Zigmond, 1987)

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[7] These figures are similar to "event rate" calculations of dropping out (Frase, 1989), although the NLTS calculation includes youth who left school in either of two school years (1985-86 or 1986-87), rather than the more commonly reported rates for single school years.

TABLE 3.2

Status at the End of the 1986-87 School Year of Students Who Had Been in Secondary Special Education in 1985-86

Student Characteristics	Percentage of Students Who Were:					N
	In School	Graduates	Ageouts	Dropouts	Suspended/ Expelled	
Total[a]	67.1	18.4	2.5	10.7	1.3	7,974
	(1.2)	(1.0)	(.4)	(.8)	(.3)	
Grade level in 1986-87:						
7 or 8	90.5	NA	.1	8.0	1.4	571
	(2.9)		(.3)	(2.7)	(1.2)	
9	86.2	NA	.1	12.0	1.7	891
	(2.6)		(.2)	(2.5)	(1.0)	
10	87.9	NA	.2	10.2	1.7	972
	(2.9)		(.3)	(2.7)	(1.2)	
11	79.7	6.0	.1	13.7	.5	1,010
	(2.9)	(1.7)	(.2)	(2.5)	(.5)	
12	7.9	85.4	1.8	4.4	.6	1,414
	(1.6)	(2.1)	(.8)	(1.2)	(.5)	
Unassigned to grade level	71.1	10.1	7.9	8.8	2.2	995
	(3.4)	(2.3)	(2.0)	(2.1)	(1.1)	

[a] The sample size for the total sample is consistently larger than for grade level because school status was calculated from either the parent interview or school records, whereas grade level was gathered from school records only, which were available for only part of the sample.

Note: Standard errors are in parentheses.

Source: NLTS parent interviews and students' school records.

has discovered significant relationships between dropping out and student behaviors exhibited as early as the elementary school years. Indeed, dropping out of school appears to be only one component of a cluster of indicators of poor school performance.

NLTS data presented here focus on two measures of school performance for students' most recent secondary school year:

- students' school attendance (average days absent from school), a measure of engagement in the educational process;[8] and

- whether students who received grades[9] earned one or more failing grades.[10]

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[8] Absenteeism data were collected using a school record abstract form, but were missing for 15 percent of students. No significant differences were found between those for whom data were provided and those for whom data were missing on the following factors: functional ability scale scores, IQ scores, GPA, and attendance at a special school. There was, however, a significantly greater absence of data for students in middle school grade levels (7 or 8) than higher grades (23 percent missing vs. 11 percent to 13 percent missing; $p<.01$). Because younger students had somewhat lower absenteeism, the underrepresentation of these students would slightly inflate overall absenteeism levels, particularly for disability categories that had relatively more students at those grade levels (e.g., speech impaired; Marder & Cox, 1991).

[9] NLTS data reveal that 11 percent of students with disabilities did not receive grades in any courses in their most recent year in secondary school. Receiving grades was strongly related to the nature and severity of students' disabilities. For example, only 5 percent of students categorized as learning disabled did not receive any grades, whereas 24 percent of those with mental retardation did not receive any grades. Almost two-thirds of students who were not assigned to a specific grade level and 54 percent of those who attended special schools did not receive grades in any courses. Hence, when we analyze course grades as measures of school performance, we are "creaming" the special education student population by eliminating from the analysis students with more severe disabilities and lower functional skills. These students tend to age out of school rather than drop out. Eliminating these students from analyses by including course grade data results in somewhat higher dropout rates than would be the case if all students were included.

[10] Readers are cautioned that failure rates may actually have been marginally higher than those reported here. There is reason to believe that the grades abstracted from students' records may slightly overestimate grade performance for some students. For a subsample of students, transcripts were collected and grades were compared with those reported by data abstractors on the school record abstract form. In a handful of cases, failed courses were not included on the record abstract form because students received no credit for them. It is unknown to what extent this form of omission characterizes other record abstract data; to the extent that it does, failure rates are underestimated.

Many students with disabilities were having serious difficulties in school, as measured by absenteeism and course grade failure. In their most recent school year, students with disabilities averaged 15 days absence from school; almost 1 in 4 students was absent 20 days or more. Almost one-third of students (31 percent) had received one or more failing grades.

These school difficulties are powerfully connected to students' decisions to drop out. Table 3.3 demonstrates that the percentage of youth who dropped out of school rather than persisting increased markedly as absenteeism increased. For example, only 5 percent of students who were absent 10 days or fewer in their last school year dropped out, compared with 10 percent of those absent 21 to 30 days and 27 percent of those absent more than 30 days ($p<.001$). Similarly, the dropout rate was significantly higher for students who had failed a course in their most recent school year (17 percent) than for students who passed all their courses (6 percent; $p<.001$). These relationships were equally strong for students who shared the same disability classification. For example, among students with learning disabilities, the estimated rate of dropping out was 16 percent for students who had failed a course, compared with only 4 percent for those who had not ($p<.001$), independent of other student and school characteristics (Wagner, 1990). Multivariate analyses for youth in all disability categories further demonstrate that the relationships between school performance and dropping out are significant even when analyses control for differences in student, household, school, and community characteristics.

However, it is important to point out that, despite the strong association between school performance and school completion, poor school performance does not necessarily sound a death knell for the probability of students' completing school. Although the dropout rate was markedly higher for those with high absenteeism, almost three-fourths of students who missed more than 30 days of school in their most recent school year still completed the year. Similarly, the vast majority of those who failed a course (83 percent) did not drop out that school year. The cumulative effects of absenteeism and course failure may mean that such students are more likely to drop out in subsequent years, but it would be premature for students or the educators who serve them to "write off" the possibility of completing school because of poor performance in a given year.

Nevertheless, poor school performance is an obstacle to school completion, an obstacle to be minimized in whatever ways it can be. But how do schools improve student attendance and grade performance among students with disabilities? A first step is to recognize the students who need help.

WHO DROPS OUT OF SCHOOL?

The NLTS has drawn on available research on both typical students and those with disabilities to construct a conceptual framework that specifies factors expected to relate to the likelihood that students will do poorly in school and drop out. Figure 3.3 shows these hypothesized relationships. This section focuses on the individual, household, and community characteristics of students, highlighted in Box A, and extracurricular activities of students involving employment and social activities, included in Box D. By examining the relationships

TABLE 3.3

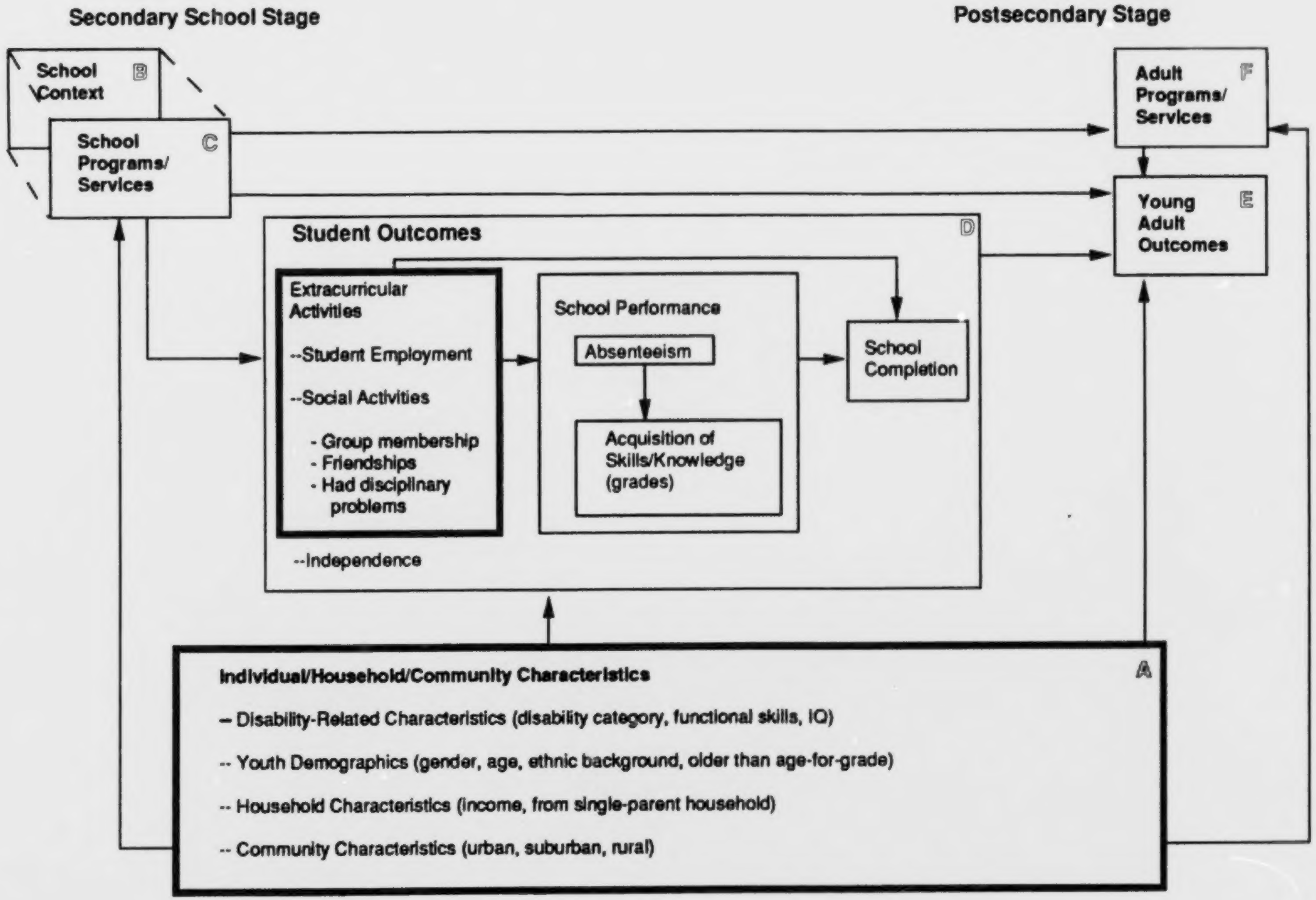
Variations in Dropout Rate by School Performance Measures for Youth with Disabilities

School Performance in Most Recent Year	Students Who Dropped Out		N
	Percent	Standard Error	
Days absent from school			
≤10	5.1	1.0	2,972
11 to 20	8.2	1.8	1,156
21 to 30	10.5	3.0	457
>30	26.9	4.4	520
Student failed one or more courses			
Yes	16.7	2.2	1,184
No	5.9	.9	4,410

Source: School performance data are from NLTS students' school records for their most recent school year. Dropout data are from school records or parent interviews.

FIGURE 3.3

The Relationship of Student, Household, and Community Factors to School Completion



Secondary School Stage
Postsecondary Stage
School Context B
School Programs/ Services C
Adult Programs/ Services F
Young Adult Outcomes E
Student Outcomes D
Extracurricular Activities
--Student Employment
--Social Activities
- Group membership
- Friendships
- Had disciplinary problems
--Independence
School Performance
Absenteeism
Acquisition of Skills/Knowledge (grades)
School Completion
Individual/Household/Community Characteristics A
-- Disability-Related Characteristics (disability category, functional skills, IQ)
-- Youth Demographics (gender, age, ethnic background, older than age-for-grade)
-- Household Characteristics (income, from single-parent household)
-- Community Characteristics (urban, suburban, rural)

between these factors and school performance and completion, we will further our understanding of who had trouble in school. Although the tables present variations in school performance measures for youth with different characteristics (e.g., for males and females or youth with different categories of disability) individually, we understand that many of these factors are interrelated. Gender and disability are related, for example, in that males are a much larger proportion of youth in some disability categories (e.g., learning disabilities) than others. To understand the relationship of school performance to either gender or disability, independent of the other's influence, analyses are needed that control for all factors in figure 3.3 simultaneously (referred to as multivariate analysis); see Wagner, 1991a for details of these analyses. The discussion below focuses only on factors found to have statistically significant independent relationships to school performance and dropout behavior in these multivariate analyses. Therefore, the factors discussed are associated with school performance and school completion among youth who are similar on all other factors in the analyses.

Two measures of school performance are the focus of analyses: the number of days students were absent in the most recent school year, and a measure indicating whether the student received a failing grade in the most recent school year. A third dependent measure indicates whether students dropped out rather than persisting in school (i.e., were in school or had graduated or aged out).

Relationships between these measures of school performance and school completion and the factors significantly related to them are reported below.

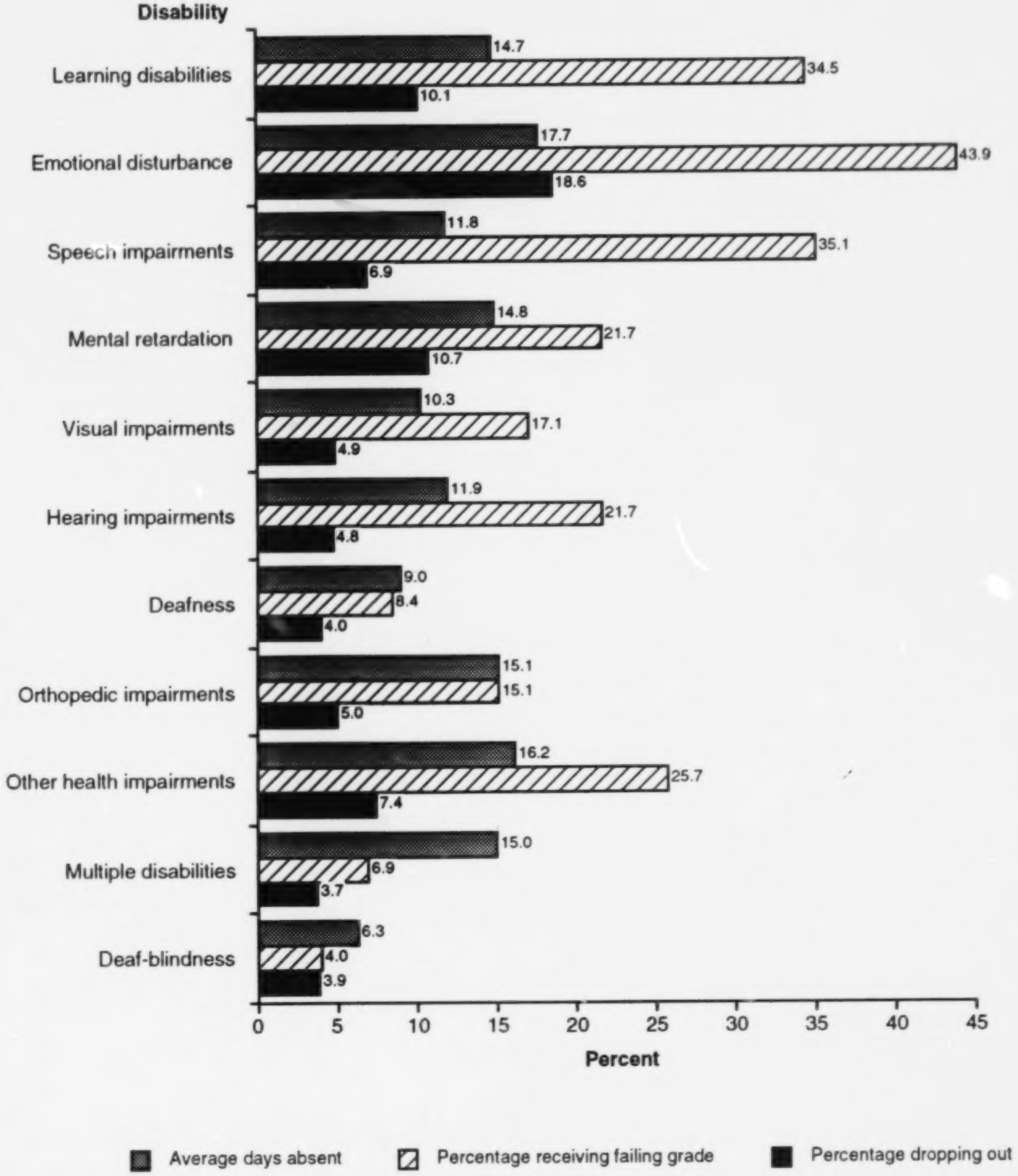
Disability-Related Characteristics

- Disability category -- Analyses presented earlier demonstrated the marked differences in the incidence of dropping out for youth in different disability categories. Further supporting the relationships between absenteeism, course failure, and dropping out, figure 3.4 demonstrates that the categories of youth with high dropout rates also generally were those with poor school attendance and poor grades. For example, students with emotional disturbances had the highest dropout rate, as well as the highest absenteeism (18 days) and the highest likelihood of failing a course (44 percent). Conversely, students classified as having deafness had among the best student outcomes, regardless of which measure we consider.

- Self-care abilities -- Beyond differences in student outcomes associated with disability type, differences related to functional abilities also are apparent. Self-care skills were measured on a scale, ranging from 3 to 12, created from parents' reports of how well their children could dress themselves completely, feed themselves completely, and get to places outside the home. For

FIGURE 3.4

Variations in School Performance and School Completion by Disability Category



Source: Data regarding absenteeism and grades are from students' school records for their most recent school year. Dropout data are from NLTS parent interviews or students' school records.

youth in relevant disability categories, students with greater physical functioning would be expected to have lower absenteeism due to illness or treatment of physical disabilities and higher overall performance. Table 3.4 shows somewhat higher absenteeism for lower-functioning students, as expected. Multivariate analyses show no independent relationship between self-care skills and the probability of course failure or dropping out among youth with the same category of disability.

- Functional mental skills -- Functional mental skills were measured on a scale, ranging from 4 to 16, created from parents' reports of how well their children could look up telephone numbers in the phone book and use the phone, tell time on a clock with hands, read and understand common signs, and count change. One could expect that youth with greater ability to translate these basic mental processes into everyday activities would have better identification with school and, therefore, higher performance. The opposite relationship is demonstrated in table 3.4. Compared with low-functioning students, high-functioning students had a significantly higher rate of receiving a failing grade (34 percent vs. 14 percent; $p<.001$). In analyses that controlled for differences in students' courses, functional skills were independently associated only with a higher level of absenteeism, and not with course failure or dropping out.

Youth Demographic, Household, and Community Characteristics

Various studies regarding student outcomes for typical students suggest that gender, ethnicity, and socioeconomic status, in some combination, relate to school performance (Eckstrom et al., 1986; Rumberger, 1983; U.S. Bureau of the Census, 1987). Research in special education regarding school performance and student characteristics is sparse, but some suggests that demographic factors may not be as important in predicting some aspects of school performance for youth with disabilities as for other students (Thornton et al., 1987). Data regarding such relationships are presented in table 3.5. Significant differences were noted for the following characteristics:

- *Gender*. Although no statistically significant differences in school performance between males and females are noted in table 3.5, when analyses controlled for the interrelationships of gender and disability, males were found to be significantly more likely to have failed a course than were females.

TABLE 3.4

Variations in School Performance and School Completion by Functional Abilities

	Number of Days Absent			Students Failing One or More Courses			Students Who Dropped Out		
Disability-Related Characteristics	Mean	S.E.	N	Percent	S.E.	N	Percent	S.E.	N
Self-care ability scale scores:[a]									
Low (3 to 6)	19.2	2.7	208	10.5	6.5	104	6.0	2.6	537
Medium (7 to 10)	13.2	1.7	659	19.0	5.6	360	5.6	2.1	921
High (11 or 12)	14.6	.6	3,149	32.8	1.9	2,681	9.9	1.0	5,226
Functional mental skills ability scale score:§									
Low (4 to 8)	13.5	1.16	523	14.4	5.2	214	6.6	2.1	896
Medium (9 to 14)	14.5	1.0	1,614	29.2	3.0	1,187	10.5	1.5	2,542
High (15 or 16)	14.6	.8	1,806	34.5	2.5	1,691	9.4	1.2	3,103

[a] Parents rated on a 4-point scale youths' abilities to dress themselves, feed themselves, and get around outside the home. Ratings were summed to create a scale ranging from 3 to 12.

§Parents rated on a 4-point scale youths' abilities to tell time on a clock with hands, look up telephone numbers and use the phone, count change, and read common signs. Ratings were summed to create a scale ranging from 4 to 16.

Source: NLTS performance data are from students school records. Skills data are from parent interviews.

TABLE 3.5

Variations in School Performance and School Completion by Individual, Household, and Community Characteristics

Characteristics	Number of Days Absent			Students Failing One or More Courses			Students Who Dropped Out		
	Mean	S.E.	N	Percent	S.E.	N	Percent	S.E.	N
Youth demographics									
Gender									
Male	15.1	.6	3,174	35.0	1.9	2,547	10.6	.8	4,993
Female	14.6	.8	2,012	29.0	2.7	1,559	9.9	1.4	3,191
Youth's age in last school year									
≤16	13.8	.9	1,388	35.2	3.0	1,222	5.2	1.1	2,266
17 or 18	16.1	.8	1,981	36.5	2.5	1,614	13.9	1.4	2,947
19 or 20	14.9	.9	1,292	24.7	2.7	998	13.0	1.6	2,087
>20	12.8	1.3	493	9.5	3.1	228	6.9	1.6	898
Ethnic background									
White	12.9	.6	2,786	28.2	2.0	2,192	10.2	1.1	4,450
Black	16.9	1.3	970	43.9	4.3	667	9.3	1.8	1,672
Hispanic	23.0	2.8	353	33.6	7.1	335	10.9	2.9	750
Other	12.5	2.2	114	19.8	9.7	109	6.1	2.2	197
Household characteristics									
Annual income									
≤$25,000	16.0	.8	2,098	32.2	2.5	1,591	11.3	1.3	3,484
>$25,000	11.9	.7	1,622	29.7	2.9	1,334	5.7	1.1	2,649
Youth was from single-parent household									
Yes									
No	18.3	1.2	1,313	34.6	3.4	993	11.9	1.7	2,285
	12.8	.6	2,692	30.2	2.2	2,146	7.7	1.0	4,409
Community characteristics									
Attended school in area that was:									
Urban	18.7	1.2	1,475	40.2	3.4	1,411	10.8	1.7	2,480
Suburban	13.4	.8	1,507	31.2	2.7	1,453	7.6	1.3	2,190
Rural	13.6	.7	1,022	30.2	2.5	1,023	9.6	1.4	1,407

Source: Individual and household characteristics are from parent interviews. Urbanicity data are from Quality Education Data. School performance data are from students' school records from their most recent school year.

- *Age.* Equivocal results regarding the relationship of age to student outcomes are evident in table 3.5. Students older than 20 were absent significantly less often than students who were 17 or 18, for example, and were significantly less likely to have failed a course and to have dropped out. However, only this oldest category of students differed consistently from others. These findings probably result from the interrelationships between age and disability. Older students who were still in school generally were more severely impaired and those most likely to age out of school. When multivariate analyses considered age and severity of disability simultaneously, only the likelihood of receiving a failing grade differed significantly by age, with younger students experiencing a greater probability of course failure.

- *Ethnicity.* NLTS research has documented the relative educational disadvantage that minority youth with disabilities experience. White students were absent significantly less than blacks or Hispanics (13 days vs. 17 or 23 days; p<.01 and .001). They also were significantly less likely than black students to have received a failing course grade (28 percent vs. 44 percent; p<.001). A significant difference in the dropout rate also was associated with ethnicity when other youth characteristics were included in multivariate analyses.

- *Socioeconomic status (SES).* Similar to findings for minority youth, research has documented the negative effects of poverty on the school experiences of adolescents and young adults, whether measured by household income or parent education. Because poverty is often characteristic of single-parent households, young people from single-parent households often demonstrate less positive student outcomes than youth from two-parent households.

  All measures associated with higher socioeconomic status were significantly related to lower absenteeism. Students from higher-income households had significantly lower absenteeism compared with lower-income students (12 days vs. 16 days; p<.001), as did those from two-parent compared with single-parent households (13 days vs. 18 days; p<.001) and those from suburban or rural areas compared with those from urban areas (13 or 14 days vs. 19 days; p<.001). Receipt of failing grades was less strongly related to SES in these analyses, the only significant differences being between urban students and rural students (40 percent vs. 30 percent; p<.05). When multivariate analyses included school performance and SES simultaneously, low SES was not significantly related to higher rates of dropping out, independent of the poorer school performance of lower-income students and those from single-parent households.

Extracurricular Activities

Much previous research has demonstrated that youth engage in activities and exhibit behaviors that influence aspects of their school performance (see, for example, Jay & Padilla, 1987; Bachman, Green, & Wirtanen, 1971; U.S. General Accounting Office, 1987; Wehlage & Rutter, 1986; Vito & Connell, 1988; Zigmond, 1987; Alpert & Dunham, 1986; Mahan & Johnson, 1983). We have considered the relationship between school performance and completion and the several factors discussed below and presented in table 3.6. Significant relationships were found for the following factors:

- *Group membership.* As a proxy for social bonds, whether students belonged to a school or community group in the preceding year is expected to reflect school bonding and be related to better outcomes. Table 3.6 supports this expectation. Group members were absent significantly less often than nonmembers (11 days vs. 17 days; $p<.001$) and were significantly less likely to have received a failing grade (24 percent vs. 34 percent; $p<.001$) and to have dropped out (2 percent vs. 8 percent; $p<.001$).

- *Frequency of seeing friends.* Other NLTS research (Newman, 1991a and b) suggests that students who spent a significant amount of time seeing friends outside of school may have been doing so at the cost of more productive activities. Hence, one would expect students who spent more time socializing to have lower school achievement. Regarding receipt of failing grades, this expectation is confirmed. Those who saw friends outside of school less than once per week were significantly less likely to receive a failing grade than students who saw friends more often (14 percent vs. 27 percent or more; $p<.01$), although there were no differences among youth who saw friends once a week or more often. Other school outcome measures did not relate systematically or significantly with frequency of seeing friends in these analyses, although multivariate results demonstrated significant independent relationships to absenteeism, but not to the likelihood of dropping out.

TABLE 3.6

Variations in School Performance and School Completion by Selected Student Activities and Behaviors

Behavioral Characteristics	Number of Days Absent		N	Students Failing One or More Courses		N	Students Who Dropped Out		N
	Mean	S.E.		Percent	S.E.		Percent	S.E.	
Youth belonged to school/community group in the past year									
Yes	10.9	.7	1,609	24.2	2.6	1,743	2.4	.8	2,419
No	17.0	.9	1,889	34.4	2.4	2,074	7.7	1.1	3,082
Youth saw friends									
Less than once per week	13.3	1.7	685	13.5	3.5	749	5.0	1.8	1,098
Once per week	14.0	1.8	492	29.6	5.1	543	6.9	2.4	748
2 or 3 days per week	12.6	1.0	857	26.6	3.4	955	6.3	1.6	1,363
4 or 5 days per week	13.8	1.5	487	33.9	4.8	525	3.8	1.6	756
6 or 7 days per week	16.9	1.2	898	38.8	3.7	963	6.0	1.4	1,442
Youth had disciplinary problems									
Yes	23.3	2.2	299	46.6	5.6	334	28.5	3.3	786
No	13.0	.6	3,219	27.4	1.9	3,508	4.4	.7	5,989

Source: Parent interviews and students' school records from their most recent school year.

- *Having had disciplinary problems.* The NLTS constructed a variable indicating whether youth had one or more of the following disciplinary problems: being suspended or expelled from school in the preceding year, being fired from the student's preceding job, or ever being arrested. Students with disciplinary problems were absent significantly more often (23 days vs. 13 days; $p<.001$) and were significantly more likely to have received a failing grade (47 percent vs. 27 percent; $p<.01$) and to have dropped out (28 percent vs. 4 percent; $p<.001$).

The strong relationships noted for various aspects of student activities and behaviors suggest several leverage points for those interested in improving students' school performance and the likelihood of school completion. Students who bonded with school, whose friendships did not overly compete with the time needed to meet school responsibilities, and who abided by social rules sufficiently to avoid disciplinary problems were less likely to fail academically and were more likely to persist in school. Abiding by social norms and allocating appropriate time to schoolwork are examples of learned behaviors. Schools can encourage such behaviors by setting clear expectations for them, by providing opportunities for students with widely varying interests to find social memberships, and by working with parents to set guidelines for appropriate out-of-school social activities.

Such actions focus on the social realm of schooling. Relationships of student outcomes to more explicitly educational or instructional factors are considered in the next section.

SCHOOL PROGRAMS CAN MAKE A DIFFERENCE

The findings presented thus far mirror the thrust of the majority of research related to student performance and school completion, which has focused on student correlates of student performance. When researchers have branched out from these demographic and socioeconomic characteristics, it is generally to measures of student attitudes toward schooling or, as the NLTS has done, to measures of student behaviors, such as delinquency and school absenteeism. Surprisingly little research has focused on the relationships between individual students' school programs and their performance.

The preoccupation with individual correlates of student outcomes both underlies and reinforces the assumption that when poor student performance and high dropout rates occur, one should look to the student for their causes. Unfortunately, the student characteristics identified as strongly associated with poor performance often are not subject to influence by the education system. If conventional wisdom asserts that poverty, ethnicity, and family dysfunction are the causes of poor performance and early school leaving, educators may justifiably feel frustration and despair when confronting classrooms of poor, inner-city, minority students from troubled families. What is the school to do when there are three strikes against the student already? Some educators, policy makers, and researchers have concluded that schools can do little.

Firestone and Rosenblum (1988) have found that this "blaming" of student background for poor student performance permeates the "teacher culture" in many schools, as characterized in the following statement by a secondary school teacher:

> They [students] don't care.... They have no family, no foundation. They have no incentives. The white kids don't want to go to school. They say, "My Dad's making more money than you working in the mill."...The black kids come from broken homes with a mother and no daddy.

To combat the powerlessness inherent in these remarks, educators need to know that the school programs they provide students can influence student performance and help students stay in school. Once they are convinced that their efforts matter, they need to know what works in enabling students to perform to the extent they are able.

Unfortunately, there is no single answer to the question "what works?" because of the tremendous and growing diversity of students attending schools today. Cultural and language diversity in the classroom, for example, means that no single mode of teacher-student relating and no single pedagogical style is likely to be effective for all children in that classroom. Among students with disabilities, too, the great variation in their abilities and disabilities underscores the critical importance of the individualized programs that are one of the hallmarks of special education, as required by law.

Although recognizing that no particular program or service will be "the answer" for all students at risk of poor school performance, the NLTS research team nonetheless has begun the search for school factors that data suggest relate to better school performance and a lower probability of dropping out. Figure 3.5 directs our attention to two categories of school factors: those pertaining to the school, such as its size, policies, or practices, as depicted in Box B; and those characterizing individual students' school programs, such as courses taken and placement, as depicted in Box C. These factors were included in multivariate analyses along with all other factors included in figure 3.5. The factors with independent and significant relationships to school performance and school completion are discussed below.

Box B in figure 3.5 illustrates the hypothesis that the school context sets a climate for student outcomes and influences those outcomes. Table 3.7 presents data regarding the following aspects of the school context and their relationships to school performance and completion:

- *Student enrollment.* Recent research on the relationship of social bonding to better attendance suggests that students in smaller schools can more readily establish social bonds that support commitment to school and to good school performance than can students in larger schools (Gump, 1978; Grabe, 1981; U.S. General Accounting Office, 1987; Pittman & Haughwout, 1987; Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989). Table 3.7 shows that students who attended schools with fewer than 500 students were significantly less likely to drop out than those in

FIGURE 3.5

The Relationship of School Factors to Student Outcomes

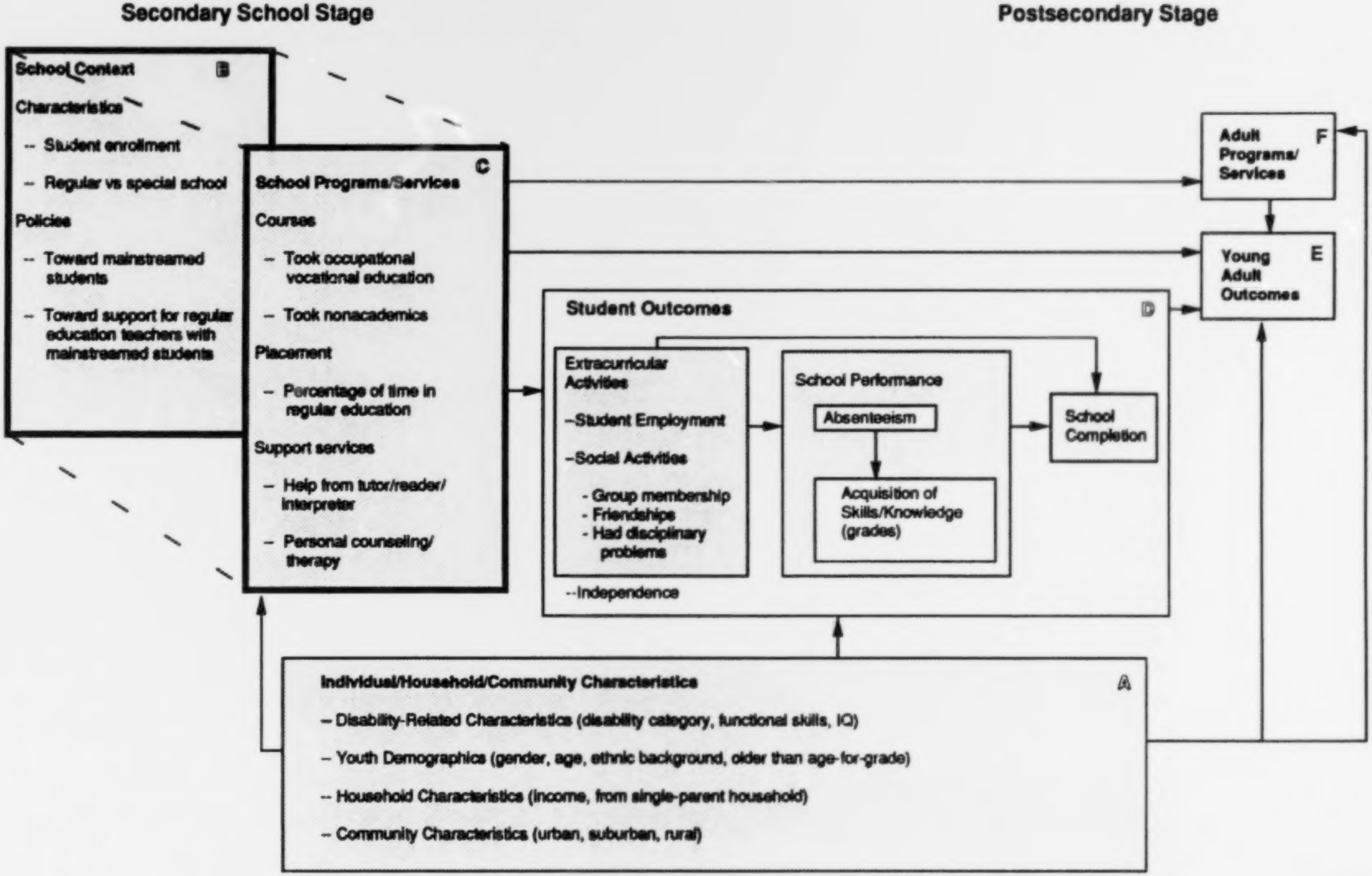

Secondary School Stage
Postsecondary Stage
School Context B
Characteristics
-- Student enrollment
-- Regular vs special school
Policies
-- Toward mainstreamed students
-- Toward support for regular education teachers with mainstreamed students
School Programs/Services C
Courses
-- Took occupational vocational education
-- Took nonacademics
Placement
-- Percentage of time in regular education
Support services
-- Help from tutor/reader/interpreter
-- Personal counseling/therapy
Student Outcomes D
Extracurricular Activities
--Student Employment
--Social Activities
- Group membership
- Friendships
- Had disciplinary problems
--Independence
School Performance
Absenteeism
Acquisition of Skills/Knowledge (grades)
School Completion
Adult Programs/Services F
Young Adult Outcomes E
Individual/Household/Community Characteristics A
-- Disability-Related Characteristics (disability category, functional skills, IQ)
-- Youth Demographics (gender, age, ethnic background, older than age-for-grade)
-- Household Characteristics (income, from single-parent household)
-- Community Characteristics (urban, suburban, rural)

TABLE 3.7

Variations in School Performance and School Completion by School Factors

	Number of Days Absent			Students Failing One or More Courses			Students Who Dropped Out		
School Factors	Mean	S.E.	N	Percent	S.E.	N	Percent	S.E.	N
School characteristics									
Student enrollment									
500 students or fewer	13.8	.9	1,947	28.0	3.4	535	5.6	1.2	2,497
501 to 1,100 students	15.7	.8	1,367	34.0	2.5	1,440	9.7	1.4	1,750
> 1,100 students	14.5	.9	1,555	32.8	2.9	1,807	9.0	1.5	2,392
School policies									
School reported offering in-service training on mainstreaming to regular teachers with mainstreamed students									
Yes	13.8	1.1	800	38.0	2.8	1,499	8.1	1.4	1,917
No	13.8	.9	1,467	28.9	2.2	1,791	9.0	1.3	2,187
Student programs									
Student took in the most recent year occupationally oriented vocational education									
Yes	14.9	.6	2,962	33.7	2.0	2,334	8.3	1.1	3,458
No	15.0	.8	2,186	32.5	2.5	1,744	12.0	1.2	4,181
Student received in the most recent year from the school:									
Help from a tutor/reader/interpreter									
Yes	13.7	1.2	1,083	28.9	3.9	1,171	4.3	1.5	592
No	14.9	.6	3,192	31.7	1.8	3,500	11.1	.9	6,583
Personal counseling/therapy									
Yes	16.5	1.2	1,064	32.8	3.5	1,152	6.1	2.2	592
No	14.2	.6	3,208	30.8	1.8	3,516	9.0	1.0	3,453
Percentage of time in regular education courses									
0%	15.8	2.2	654	14.3	3.1	653	8.8	1.7	2,041
1% to 33%	17.9	2.0	431	31.2	3.5	735	9.3	2.2	794
34% to 66%	13.2	1.3	442	33.8	3.5	701	11.2	2.3	742
67% to 99%	12.5	1.1	530	40.8	3.1	1,050	8.8	2.0	1,073
100%	12.4	1.1	555	34.8	3.8	945	7.4	2.0	1,064
Number of courses for which grades given									
1 or 2	NA	NA	NA	19.7	8.8	101	NA	NA	NA
3 or 4	NA	NA	NA	22.7	4.6	430	NA	NA	NA
5	NA	NA	NA	30.0	4.0	369	NA	NA	NA
6	NA	NA	NA	34.8	3.2	1,100	NA	NA	NA
7	NA	NA	NA	39.2	3.5	1,022	NA	NA	NA
8 or more	NA	NA	NA	40.1	3.3	1,406	NA	NA	NA

Source: Days absent from school, number of graded courses, enrollment in vocational education, and percentage of time in regular education are from students' school records. Receipt of tutoring assistance and counseling is based on parent interviews or school records. School characteristics and policies are from the NLTS Survey of Secondary Special Education Programs and students' school records for their most recent school year.

schools with between 500 and 1,100 students (6 percent vs. 10 percent; $p<.05$), the size range that encompasses the average school attended by youth with disabilities. Although this relationship was not significant in multivariate analysis, those analyses do demonstrate that students attending larger schools were significantly more likely to have failed a course, independent of other factors.

- *Whether regular education teachers with mainstreamed students were given support.* Various forms of support to regular education teachers of mainstreamed special education students (e.g., smaller class size, special materials) were intended to help them better respond to the individual learning needs of their students. To the extent they were successful in doing so, we would expect that student performance would be higher for students attending schools that reported routinely providing teachers with such support. However, we find that students attending schools that reported routinely providing regular education teachers with in-service training on mainstreaming were significantly more likely to have failed a course (38 percent vs. 29 percent; $p<.05$). It is unlikely that the training provided teachers actually had a detrimental effect on grades earned by, or given to students in special education. It is more likely to be something about the schools in which in-service training on mainstreaming was provided, that affected receipt of failing grades. For example, one potential explanation is that in-service training was being provided in schools with regular education teachers who were reluctant to receive mainstreamed students or who needed help in adapting their instructional approaches to accommodate the needs of those students. In such an environment, students in special education may have been doing less well than in schools in which regular education teachers accommodated mainstreamed students more readily or more effectively, making in-service training on the issue unnecessary.

- *Enrollment in occupationally oriented vocational education.* The social-bonding literature suggests that programs relevant to students' interests have greater "holding power" over students. Relevance of school programs is difficult to measure because what is considered relevant varies among students. However, we have assumed that for many students with disabilities, a vocational program may be perceived as more relevant than a traditional academic program in light of the fact that a much greater proportion of students with disabilities transition directly into the job market, rather than to college, when they leave secondary school (Butler-Nalin & Wagner, 1991). Further, an explicit objective of vocational education is "motivating students to remain in school" (Catterall & Stern, 1986; Weber & Mertens, 1987). Table 3.7 provides an indication that it may have had the intended effect for students with disabilities. Students who took occupational training in their most recent school year were significantly less likely to have dropped out of school (8 percent vs. 12 percent; $p<.05$). In multivariate analyses, occupational vocational training was significantly related both to lower absenteeism and a lower probability of dropping out.

- *Percentage of instructional time in regular education.* Recent literature has determined that one characteristic of effective programs is their individualization (Wehlage, 1983). Although the NLTS does not measure this factor directly, it often is more characteristic of special education programs than of regular education classes. To the extent that this factor characterizes special education and is effective in improving school performance, we hypothesize that students with more time in special education and, therefore, a lower proportion of instructional time in regular education, would have better outcomes. Further, grading standards in regular education courses often are more stringent. Table 3.7 demonstrates that students with no time in regular education were significantly less likely to fail courses than other students (14 percent vs. 31 percent or more); this latter relationship of time spent in regular education and the likelihood of receiving a failing grade is confirmed in multivariate analysis. No significant independent relationship was found between the percentage of time students spent in regular education and their probability of dropping out of school when school performance was controlled for.

- *Number of courses for which grades were received.* Mathematically, a student's chances of receiving a failing grade increase when more graded courses are taken, apart from the nature or placement of such courses. We have considered this factor only in relationship to receipt of failing grades, and find the expectation confirmed in table 3.7.

- *Receipt of support services.* Individualized attention from a tutor, reader, or interpreter and personal counseling are two forms of support for students that may be effective in ameliorating poor student outcomes. The one-to-one relationship between a student and a tutor, reader, or interpreter, as well as counseling, may be effective in communicating to students that someone cares about

> their educational performance and believes that they can achieve, factors found to be effective in improving school performance for youth at risk of school failure (Wehlage et al., 1989). Table 3.7 demonstrates a significantly lower dropout rate for students who received help from a tutor, reader, or interpreter compared with those who did not (4 percent vs. 11 percent; p<.001). The dropout rate for students who received counseling was not significantly lower than the rate for students who did not in bivariate analysis, but the difference does attain statistical significance in multivariate analysis.

Clearly, no one combination of school characteristics or school programs is "the answer" for any particular student or group of students. However, these findings suggest that, although poor school performance and early school leaving are complex problems that often are compounded through several school years, differences in school policies and school programs can affect the chances for students with disabilities to succeed in school.

SUMMARY

NLTS data have demonstrated that only about half of students with disabilities who leave secondary school do so by graduating; almost one-third of school leavers with disabilities are dropouts. These figures indicate a markedly lower rate of school completion than for youth as a whole, about three-fourths of whom graduate from high school. Clearly, for special education students, achieving the national goal of a 90 percent graduation rate by the year 2000 requires a markedly greater improvement in school completion than is required for typical students.

The fairly pervasive problem of early school leaving among students with disabilities has its precursors in poor school performance. Students with disabilities were absent from school, on average, three full weeks in their most recent school year. More than a third of students had failed at least one course during that year. Those with high absenteeism and course failure had the greatest tendency to drop out.

Faced with this fairly bleak picture of school performance and school completion among students with disabilities, some educators may despair of improving the situation. NLTS data suggest that despair is not warranted. Although high absenteeism and course failure are important contributors to dropping out, the majority of students who missed school and failed courses persisted in school. As long as they are at school, they are amenable to positive influence by educators who make the effort to help.

Does anything help? Fortunately, data suggest that there are leverage points available to schools that may help them to help their students stay in school. High absenteeism and poor grade performance should be thought of as red flags of warning that can help schools target support programs and dropout prevention activities to students most in need. They may indicate students who have not developed social bonds with their schools, who are not well engaged in the educational process, and who find schools to be environments for failure. Interventions early in students' school careers that help them to identify with school, both socially and academically, may break the process of disengagement from school that can end in students dropping out. Specific aspects of secondary school programs, such as occupationally oriented vocational education, may help some students find a school setting in which they can succeed. The specific interventions a given school attempts must reflect the particular characteristics of that school and its student body. To be successful, they also must reflect an understanding of the wide variation in school experiences and school performance demonstrated by their students with disabilities.

A goal of improving the school performance and school completion of students with disabilities seems valuable in itself. The potential benefits from such an improvement are even more apparent, however, if we shift our focus from secondary school to the early postschool years. NLTS research has demonstrated that students with disabilities who graduated from high school had a distinct advantage as they enter the postschool phase of their lives compared with youth who dropped out. For example, graduates who were out of secondary school up to two years were estimated to be 17 percentage points more likely to have found competitive employment than were dropouts with similar individual, household, and community characteristics (D'Amico, 1991 in Wagner, et al., 1991). Similarly, graduates were estimated to be 14 percentage points more likely than dropouts to have enrolled in a postsecondary school (Butler-Nalin & Wagner, 1991) and were 27 percentage points more likely to have become engaged in work- or education-related activities outside the home after high school (Jay, 1991 in Wagner, et al., 1991). Conversely, dropouts were disproportionately represented among those who had been arrested; 27 percent of those who had been arrested were dropouts, compared with 7 percent of those never arrested (Newman, 1991a).

NLTS data suggest that the seeds of a successful postschool transition for young people with disabilities are sown in secondary school. Improvements in transition outcomes can begin with improvements in secondary school performance and school completion. NLTS findings suggest that if schools can give students powerful reasons to come to school and can help students achieve in their courses, they can help many students persist in school. This should be heartening to educators who serve students with disabilities. They can influence their students' probabilities of school completion by effectively performing their primary educational mission. If they can engage their students in school and help their students to perform up to their ability and to school expectations, they will have gone far toward reducing the likelihood of early school leaving, and will have improved students' prospects for success in their adult years.

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CHAPTER 4

ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH DISABILITIES

When it enacted the Individuals with Disabilities Education Act (IDEA), originally the Education of the Handicapped Act (EHA), Congress assigned the responsibility for providing a free appropriate public education to all children with disabilities to State and local educational agencies. IDEA established procedural requirements to be carried out by these agencies to provide access to basic educational opportunities to children with disabilities and a program that would confer on them educational benefits.

The Office of Special Education Programs has been engaged in a strategic planning process for developing goals, objectives, strategies, and priorities that will guide its management and operation of programs authorized under IDEA to assist States in serving children with disabilities. A key element of this plan is the statement of OSEP's mission:

> OSEP's mission is to support and enable the nation's efforts to provide the educational experience necessary for children with disabilities to achieve better results.

OSEP's strategic plan also includes several strategic targets for its operations, each of which represents particular areas of focus considered essential for achieving the agency's mission in the current decade of educational reform. These strategic targets, being applied in all of OSEP's programs and initiatives, are designed to:

- secure and expand access and inclusion for children with disabilities;
- identify measures and improve outcomes for individuals with disabilities;
- develop the capacity to ready systems to meet the needs of changing populations; and
- provide and maintain an adequate number of qualified personnel.

These strategic targets emphasize the continued need for OSEP to take the affirmative steps necessary to assure that all children with disabilities, including new populations of children requiring specially designed instruction and related services, have the opportunities they need in order to benefit from their educational experiences. They also recognize that special efforts are required by the agency to support the work of parents, educational agencies, professionals, researchers, and others to assure that children with disabilities are as successful as possible in reaching their educational potential and in their transition to satisfying, productive, and independent lives as adults. As OSEP responds to changing demands and circumstances in society and the schools over the next several years, its strategic plan will play a key role in the design of the assistance it provides.

In carrying out its mission, OSEP undertakes a variety of administrative and programmatic efforts to assist State and local educational agencies in educating all children and youth with disabilities. One of these efforts, administered by OSEP's Division of Assistance to States, is the ongoing process of State program review which assesses compliance with the requirements of Part B of IDEA. This process is one important strategy for assuring that children with disabilities have access to the educational services they require. The Federal program review process is discussed in the first section of this chapter. Financial support is also provided through formula grants to State and local educational agencies to assist them in meeting the requirements of Part B. The second section of this chapter describes two Federal formula grant programs--the State Grant Program of IDEA, Part B and Chapter 1 of the Elementary and Secondary Education Act (ESEA) State Operated Programs (SOP). The IDEA Program for Infants and Toddlers (Part H) and the IDEA Preschool Grants Program (Section 619), two other formula grant programs providing financial assistance to States, are described in Chapter 2.

The chapter concludes with a description of selected Federal efforts to assist State and local educational agencies to improve the results of educational programs for children and youth with disabilities. In this *Fourteenth Annual Report to Congress*, two forms of Federal assistance are described--grants supporting systems change and programs providing technical assistance. Examples of each are discussed. The first is designed to help States undertake the systemic changes needed in order to improve services to students with severe disabilities, and to increase their integration in the programs of the nation's public schools. The second is a regional program of technical assistance to States, the Regional Resource and Federal Center Program. Future annual reports to Congress will highlight other strategies employed by OSEP to support program improvement efforts in the States.

THE FEDERAL PROGRAM REVIEW PROCESS

Congress assigned the responsibility of providing a free appropriate public education to children with disabilities to State and local educational agencies in 1975 with the enactment of IDEA. The provision of Federal financial support to assist State and local educational agencies in providing a free appropriate public education for all children with disabilities is contingent upon State compliance with the requirements of Part B, including Section 612(6). This key statutory requirement designates the State educational agency (SEA) as the central point of responsibility and accountability for assuring that:

- the requirements of Part B are carried out; and

- all educational programs for children and youth with disabilities administered within the State including each program administered by any other public agency:
  - -- are under the general supervision of the persons responsible for educational programs for children and youth with disabilities in the State educational agency; and
  - -- meet the educational standards of the State educational agency [20 U.S.C. 1412(6)].

There are a number of requirements that a State must meet in order to receive financial assistance under Part B. First, it must submit a State Plan to the Secretary of the U.S. Department of Education which meets all of the Part B requirements. The Plan must meet the requirements of the Act as outlined in the implementing regulations at 34 CFR §§300.121-300.153. Second, the SEA must exercise general supervisory authority over each educational program for children with disabilities within the State, consistent with the requirements of 34 CFR §300.600 of the Part B regulations. Third, the SEA must review and approve applications for Part B funds submitted by eligible local educational agencies (LEAs) and other public agencies providing special education and related services. Finally, the SEA must monitor and evaluate the special education programs assisted by Part B funds, as required by 20 U.S.C. 1232d(b)(3) and 34 CFR §80.40 of the Education Department General Administrative Regulations (EDGAR).

To ensure that SEAs are implementing the policies and procedures required under Part B, the U.S. Department of Education, through OSEP, conducts a multi-faceted program review process. Currently, this process consists of seven major activities:

1. State Plan review and approval.
2. Review of annual performance reports, State policy and technical assistance documents, SEA monitoring reports of LEAs and other public agencies, and other information utilized by an SEA to administer Part B, IDEA.
3. On-site compliance monitoring review.
4. Review and verification of the implementation of Corrective Action Plans (CAPs).
5. Review of final report of SEA complaint investigations and Secretarial review of SEA final report of complaint investigations.
6. Establishing ongoing communication with the SEAs, national and State organizations, parents and advocates, and other constituents.
7. Specific issue compliance monitoring review.

Each of these activities has been described in detail in previous annual reports. Consequently, this report will limit its discussion to an examination of the results of only two of the seven activities: (1) OSEP's 1991 State plan review and approval process; and (2) its on-site compliance monitoring.

State Plan Review and Approval

Once every three years, each State desiring to receive funds under Part B submits a State Plan to OSEP which details the policies and procedures it has undertaken to comply with the provisions of IDEA. State Plans, submitted for Departmental approval, must include copies of all information required at 34 CFR §§300.121-300.151. In addition, the Plan must also provide sufficient detail to show how all of the State's public agencies, which are responsible for providing special education to children with disabilities, are under the general supervision of the SEA and how each of these agencies, in turn, ensures compliance with applicable Federal and State law.

State Plans must be approved by the Department before funds can be allocated. Funding is contingent upon approval of the Plan. OSEP encourages States to submit their Plans for review during the spring, well prior to the July 1 date when funds become available. Once approved, the State Plan becomes a formal agreement between the Department and the State.

The State Plan Review Schedule

OSEP implemented a staggered three-year State Plan review schedule under the authority of EDGAR, at §76.103(b) during the 1985-86 school year. State assignments under the three-year staggered State Plan review cycle are shown in table 4.1. In the spring of 1990, 22 States and Territories submitted plans to OSEP for approval for the three-year period 1991-93. In 1991, 17 States were scheduled to submit plans for approval for 1992-94.[1]

Resolution of Issues

The Secretary of Education, under Section 613(c)(2) of IDEA, must disapprove any State Plan, as well as any modification to that Plan, that does not meet the requirements of Section 613(a) and (b). The regulations for implementing these statutory requirements are contained in 34 CFR §§300.121-300.153. Of the 14 State Plans for 1992-1994 which had been reviewed and approved at the time of development of this report, all received one-year approval. One-year approval is generally applied when a State has some identified deficiency in its Plan that

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[1] At the time of the development of this report, OSEP had not yet received, or not yet completed the review and approval of, State plans for Tennessee, the Bureau of Indian Affairs, and the Virgin Islands.

TABLE 4.1

Groupings of States for State Plan Submission

Group I. State Plans Submitted in 1990 for FY 1991-93

1. Arkansas
2. California
3. Commonwealth of Northern Marianas
4. Delaware
5. Georgia
6. Guam
7. Hawaii
8. Indiana
9. Kansas
10. Kentucky
11. Louisiana
12. Maryland
13. Massachusetts
14. Minnesota
15. Nevada
16. Ohio
17. Oklahoma
18. Rhode Island
19. South Carolina
20. Texas
21. West Virginia
22. Republic of Palau (Consolidated Application)

Group II. State Plans Submitted in 1991 for FY 1992-94

1. Alabama
2. Alaska
3. Bureau of Indian Affairs
4. Colorado
5. Florida
6. Maine
7. Michigan
8. Mississippi
9. Missouri
10. Nebraska
11. New Jersey
12. New Mexico
13. Oregon
14. Pennsylvania
15. Tennessee
16. Vermont
17. Virgin Islands

Group III. State Plans to be Submitted in 1992 for FY 1993-95

1. American Samoa
2. Arizona
3. Connecticut
4. District of Columbia
5. Idaho
6. Illinois
7. Iowa
8. Montana
9. New Hampshire
10. New York
11. North Carolina
12. North Dakota
13. Puerto Rico
14. South Dakota
15. Utah
16. Virginia
17. Washington
18. Wisconsin
19. Wyoming

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to States.

will take an extended period of time to correct (e.g., the State needs to amend or implement legislation to correct a deficiency, but the State Legislature has ended its current session). Under one-year approval, the Department awards the State funds for only one year. To receive one-year approval, the State must provide OSEP assurance that all public agencies in the State that provide special education and related services to children with disabilities will operate their programs in a manner fully consistent with Part B, including those areas in which the State regulations do not conform to Part B. In order to receive funding for the second and third years of its cycle, the State must correct all deficiencies in the Plan prior to July 1 of the next year of the grant cycle. OSEP monitors the progress made by the State in correcting such deficiencies throughout the year.

Recent Refinements in OSEP's State Plan Review and Approval Process

OSEP implemented several refinements to the State plan review and approval process during FY 1991. The focus of these refinements was to expedite the review and approval process by improving the quality of the Plans submitted to OSEP, as well as streamlining and strengthening OSEP's review and approval procedures. A number of the modifications are discussed below:

- The *Checklist for Review and Approval of State Plans Under Part B of the Individuals with Disabilities Education Act* (Checklist) details all of the information which is required in a State Plan. It is provided to States well prior to the time that States' Plans are due and States are encouraged to use the Checklist to review and evaluate the contents of their plans. During FY 1991, OSEP completed extensive revisions to the Checklist to ensure that it accurately reflected new requirements of the Act and to improve readability.

- In the spring of 1991, OSEP conducted a State Plan Academy for all States which were scheduled to submit State Plans for FY 1992. As part of the Academy, OSEP staff provided States with the above-noted Checklist and presented detailed information regarding all State plan submission requirements and procedures. In addition, problem areas which had been identified as part of the previous year's review of State Plans were discussed. The success of this Academy has resulted in OSEP scheduling future Academies for the fall prior to submission, which will give States additional time to incorporate information gained at the Academy into their Plans.

- OSEP instituted a specialized internal training process this year to ensure accuracy and consistency in the review of State Plans. All OSEP staff involved in reviewing State Plans participated in a three-day training session. Each staff member reviewed the same sample Plan and the results of the review were shared and discussed. Experts led the discussion in their area of expertise and further elaborated on problems which had been noted in Plans submitted in previous review cycles.

Deficiencies Identified by OSEP During its Approval of FY 1992 State Plans

A description of the types of policy and/or procedural issues identified by OSEP during its review and approval of FY 1992 State Plans is presented in table 4.2. As noted by this table, OSEP found all of the State Plans submitted for approval in 1991 to be deficient in meeting all of the prescribed Federal regulatory requirements for evaluating specific learning disabilities. This was due to the fact that States' regulations or plan documents did not address each of the Federal requirements at 34 CFR §§330.540-300.543. Nearly two-thirds of the Plans failed to include: (1) procedural safeguards to ensure that a due process hearing decision is final unless a civil action is filed by either party to the hearing; (2) an adequate description of how the SEA makes arrangements with public and private institutions to ensure that the least restrictive environment (LRE) requirements required by Part B are effectively implemented; or (3) a list of each administrative position salaried under Part B or a description of the duties of the individuals in these positions. Finally, over half of the Plans submitted to OSEP for approval in 1991 did not include: (1) procedural safeguards to ensure that any party to a due process hearing has the right to obtain written findings of fact and decisions; (2) procedures to ensure that in providing or arranging for nonacademic and extra-curricular services and activities, each public agency will ensure that each child with a disability participates with children who do not have disabilities to the maximum extent appropriate to the needs of that child; (3) adequate reevaluation procedures; (4) adequate procedures to ensure that the SEA would notify parents through newspapers or other media before any major identification, location, or evaluation activity would take place; (5) adequate policies or procedures to ensure that the SEA (a) monitored for compliance, (b) disseminated copies of applicable standards, or (c) provided an opportunity for private schools and facilities to participate in the development or revision of State standards which apply to them; and (6) policies or procedures relating to the establishment and maintenance of appropriate entry level professional personnel requirements.

On-Site Compliance Monitoring Review

Another important element of the Federal program review process is on-site compliance monitoring. OSEP uses on-site compliance monitoring to assess the extent to which the policies and procedures previously approved in a State's Plan are actually being implemented. The on-site compliance monitoring review process currently being used by OSEP is comprised of six major elements illustrated later by table 4.3.

Prior to a discussion of monitoring, it should be recognized that OSEP's program review process has undergone considerable modification in its continuous efforts to evaluate and, as necessary, refine the overall system of program and policy review. As it has gained experience

TABLE 4.2

Specific Issues Identified as Deficient in FY 1992 State Plans
as Originally Submitted

General State Plan Issue	Specific Policy/Procedural Issues
Right to Education Policy Statement [34 CFR §§300.121 & 300.122]	• 5 out of 14 State plans as originally submitted did not ensure all children with disabilities had right to FAPE within the age ranges and timelines prescribed by the law.
	• 4 out of 14 did not contain sufficient information that their policies applied to all children with disabilities as defined by the law [20 U.S.C. 1402 (a) (1)].
Confidentiality of Personally Identifiable Information [34 CFR §300.129 and §§300.560 - 300.576]	• 8 out of 14 did not provide assurances that the SEA will publish or announce in newspapers or other media, or both, with circulation adequate to notify parents throughout the State before any major identification, location, or evaluation activity [§300.561 (b)].
	• 6 out of 14 did not provide definitions that adequately defined "participating agency" [§300.560].
	• 6 out of 14 did not include policies or procedures to insure that the SEA's notice to fully inform parents about the identification, location and evaluation of children with disabilities is given in the native language of the various population groups in the State [§300.561(a)(1)].

Table 4.2 (continued)

General State Plan Issue	Specific Policy/Procedural Issues
Individualized Educational Program [34 CFR §300.130, §§300.301 - 300.307 & §§300.340 - 300.349]	• 5 out of 14 did not include adequate policies and procedures that indicated that prior to a private school placement, a public agency will insure that a representative of the private school facility attends the IEP meeting or shall use other methods to ensure participation [§300.347 (a) (2)]. • 4 out of 14 did not include policies or procedures to insure that after a child is placed in a private school that any meetings to revise the child's IEP may be initiated by the private school or facility at the discretion of the public agency" [§300.347 (b) (1)]. • 4 out of 14 did not ensure that a public agency must have a record of its attempts to arrange for a mutually agreed on time and place for an IEP meeting to be conducted if a public agency is unable to convince the parents to attend [§300.345 (d)].
Procedural Safeguards [34 CFR §300.131]	• 9 out of 14 did not provide adequate assurances that a hearing decision is final unless a civil action is filed by either party [§300.509]. • 4 out of 14 did not ensure that any party to a hearing has a right to obtain written findings of fact and decisions [§300.508(a)(4)].

Table 4.2 (continued)

General State Plan Issue	Specific Policy/Procedural Issues
Procedural Safeguards (continued) [34 CFR §300.131]	• 7 out of 14 did not ensure that the SEA makes findings and decisions available to the public and sends them to the State Advisory panel after deleting any personally identifying information [§300.508(a)(5) and 20 U.S.C. §1415(d)(4)].
Least Restrictive Environment [34 CFR §300.132(a)]	• 7 out of 14 did not provide adequate assurances that a hearing may not be conducted by a person who is an employee of a public agency which is involved in the education or care of the child [§300.507(a)(1)].
	• 7 out of 14 did not provide adequate assurances that each public agency shall keep a list of the persons who serve as hearing officers [§300.507(c)].
	• 9 out of 14 did not adequately describe how the SEA made arrangements with public and private institutions to ensure that the LRE requirements required by the Act are effectively being implemented [§300.554].
Protection in Evaluation Procedures [34 CFR §300.133]	• 8 out of 14 did not include the assurance that in providing or arranging for non-academic and extra-curricular services and activities, each public agency will ensure that each child with a disability participates with children who do not have disabilities to the maximum extent appropriate to the needs of that child [§300.553].
	• 8 out of 14 were found not to have adequate policies and/or procedures related to reevaluation [§300.534].

Table 4.2 (continued)

General State Plan Issue	Specific Policy/Procedural Issues
Protection in Evaluation Procedures [34 CFR §300.133] (continued)	• 14 out of 14 did not have adequate policies or procedures that met the requirements for evaluating specific learning disabilities [§300.540-300.543].
Private Schools [34 CFR §300.140 and §§76.651-76.663]	• 6 out of 14 did not include adequate SEA procedures to ensure that special education and related services would be provided (i) in conformance with an IEP, (ii) at no cost to the parents, (iii) at a school or facility that meets State standards [§300.401]. • 8 out of 14 did not have adequate policies or procedures to ensure that the SEA (i) monitored for compliance, (ii) disseminated copies of applicable standards, or (iii) provided the opportunity for private schools and facilities to participate in the development or revision of such standards [§300.402].
Use of Part B Funds [34 CFR §§300.148-300.149]	• 9 out of 14 did not list each administrative position salaried under Part B of the Act or provide a description of the duties of the individuals in these positions [§300.149].
Interagency Agreements [34 CFR §300.152]	• 5 out of 14 did not have adequate policies or procedures for developing and implementing interagency agreements [§300.152].

Table 4.2 (continued)

General State Plan Issue	Specific Policy/Procedural Issues
Establishment of Personnel Standards [34 CFR §300.153]	• 8 out of 14 did not have policies or procedures relating to the establishment and maintenance of appropriate entry level professional personnel requirements [§300.153(a)(1)]. • 6 out of 14 did not include the steps the State is taking, and the procedures it is using to notify public agencies and individuals of those steps, and the timelines it has established for the retraining or hiring of personnel to meet appropriate professional requirements in the State [§300.153(c)].

in administering the law and as State and local educational agencies have increased their capacities to assure that all children with disabilities have available a free appropriate public education, OSEP has revised and modified this process accordingly. The reader is encouraged to refer to the *Thirteenth Annual Report to Congress* for a description of many of the changes OSEP implemented in its program review process during 1988-89 and 1989-90.

Recent Refinement to the Corrective Action Process

In 1991, OSEP instituted a number of modifications to improve the corrective action process (CAP) segment of program review. Prior to 1991, a State had 60 days from the time it received its final report to develop a corrective action plan. OSEP staff would subsequently review the plan and approve it or require changes in order to bring it into an approvable form. After the plan was approved, the State would submit products and documentation of implementation of the corrective actions. OSEP noted, over time, that the process of approving the States' corrective action plan was frequently time consuming and, subsequently delayed the implementation of the required corrective actions. In response to this identified concern, OSEP revised the corrective action process by including the corrective action *plan* as part of the monitoring report. When a State receives its draft report, it now contains a CAP Chart which presents the required corrective actions and the timelines for completion of the actions. In its response to the draft Report, the State has an opportunity to respond to the required actions contained in the CAP Chart. When a State receives its final Report, the CAP Chart will include specific timelines for submission of products and documentation of completion of required actions.

OSEP sees this revision to the process as being of significant benefit to children with disabilities and their parents in that it will expedite the completion of required corrective actions. In addition, all parties will be informed of the required actions and timelines and will be able to track the State's implementation of the CAP.

Additional Modifications

In addition to revising the corrective action plan process, OSEP is in the process of incorporating a number of additional modifications to its program review process:

- On-site public meetings, previously held during the week of the on-site monitoring visit, were scheduled approximately 6 weeks prior to the on-site visit. This allowed OSEP to better use the information received at the public meeting to structure the focus of the on-site review by designing State-specific data collection procedures and instruments.

- During the time the monitoring team goes to a State for the public meeting, the team leader may also "shadow monitor" the State monitors. During "shadow monitoring" the team leader acts as a silent observer while the State monitors a local school district. This provides the team leader with additional information as to how a State implements its monitoring system.

- OSEP has been developing a document which presents the Federal legal obligations to be monitored and documentation which a State may use to show compliance with these obligations. In addition, this document will include information from policy clarification letters, OSEP bulletins, or monitoring reports which may clarify the scope of a legal obligation. States will be able to use this document to examine their compliance with the obligations in preparation for a monitoring visit.

- OSEP has been developing technical assistance documents in the areas of procedural safeguards, parents' rights notices, local agency application for funds, State monitoring of local agencies, and child count. Many of these documents include checklists used by OSEP monitors in reviewing a State's systems for ensuring compliance. Draft copies of many of these documents were provided at the April 1991 State Directors' meeting to directors from the States which will be monitored during the 1991-92 monitoring cycle.

- In the spring of 1991, Department staff announced the States to be monitored in the next cycle and met with directors from those States. The purpose of this meeting was to familiarize the States with OSEP monitoring procedures and to do some preliminary planning and scheduling. In addition, as noted above, State directors were provided with copies of technical assistance materials to assist in preparation for the monitoring visit. This process has resulted in States having a clearer understanding of OSEP's monitoring process and, therefore, being better prepared to provide the required information regarding their systems for ensuring compliance.

The Design of On-Site Compliance Monitoring

The key activities in OSEP's on-site compliance monitoring review procedures are described in table 4.3. Although OSEP designs each State's on-site compliance monitoring plan to be State-specific, at a minimum, each on-site review will address the following core areas of SEA responsibility:

- Free Appropriate Public Education

TABLE 4.3

Steps in OSEP's On-Site Compliance Monitoring Review Process

Element 1: Monitoring Schedule	• Arranges dates with State in the current school year. • Provide formal notice of dates of the SEA and others.
Element 2: Monitoring Plan	• Hold one or more public meetings before the on-site visit to hear concerns of interested persons in the State. • Meet with SEA officials to discuss and plan for the on-site visit. • Use information from the public meetings, State Plan and document review and other data to develop a monitoring plan for a State.
Element 3: On-site Review	• Interview SEA, LEA and other public agency staff. • Review files and student records. • Obtain data from other State and local service providers. • Note exemplary programs and practices. • Discuss preliminary findings with SEA staff in exit conference.
Element 4: Assessing Compliance	• Analyze all information obtained to determine areas of potential deficiency. • Develop proposals for corrective actions to correct identified deficiencies.
Element 5: Monitoring Reports	• Issue a draft report to the SEA for review and comment. • Receive and review the SEA response and any additional information submitted by the SEA. • Issue and publicly distribute the final report.
Element 6: Approval of State CAP	• Review and respond to a State's corrective action products and procedures for meeting Federal requirements. • Approve a State's corrective action products and procedures. • Document completion of a State's CAP.

- SEA Monitoring
- SEA Review and Approval of LEA Applications
- Complaint Management
- Due Process and Procedural Safeguards
- Least Restrictive Environment
- Individualized Educational Programs

OSEP's on-site monitoring plan is designed to address unique compliance or implementation concerns that come to the attention of the monitoring team through State plan review, former monitoring reports, corrective action plans, complaints, written inquiries, public hearings, the State's annual performance report, and/or additional information obtained during pre-site visits.

On-Site Monitoring Review Schedule

Table 4.4 illustrates that OSEP monitored seven States, Puerto Rico, and the four Pacific Basin Territories during FY 1991. During FY 1992, nine States will receive on-site monitoring reviews by the Department.

The section of the report which follows will discuss the findings from final monitoring reports which were issued by OSEP during FY 1991.[2] Final monitoring reports were issued for the following twelve States and localities: Delaware (10/90), New York (10/90), Michigan (10/90), Virginia (10/90), Idaho (12/90), Louisiana (4/91), Illinois (5/91), Minnesota (6/91), Massachusetts (7/91), North Carolina (8/91), Arkansas (8/91), and Puerto Rico (9/91). In general, this section presents some of the areas in which the reviews found that SEAs were not meeting their legal responsibilities under Part B and EDGAR. It also notes the kinds of corrective actions that the SEAs were required to complete to conform to the legal requirements. (The specific corrective actions required by OSEP, however, vary according to the extent and nature of the compliance issues identified in each State or locality). Each of the core areas of compliance will be addressed. Although total numbers of States with deficiencies are included, it must be noted that the level of compliance and type of deficiency found, varied across States.

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[2] Note that the States which received reports in FY 1991 are not the same as the States which were monitored in FY 1991. This occurs because States which are monitored late in a monitoring cycle will often not receive their report in final form until early in the next fiscal year.

TABLE 4.4

Schedule of On-Site Compliance Monitoring Reviews

Monitoring Visits Conducted in FY 1990-91

- Massachusetts (11/90)
- Minnesota (12/90)
- Arkansas (12/90)
- Puerto Rico (1/91)
- Ohio (2/91)
- South Carolina (3/91)
- California (3/91)
- Hawaii (4/91)
- Pacific Basin
  - Guam (4/91)
  - Republic of Palau (4/91)
  - Commonwealth of Northern Marianas (4/91)
  - American Samoa (4/91)

Monitoring Visits Scheduled for FY 1991-92

- Rhode Island (10/91)
- Georgia (10/91)
- Nevada (12/91)
- Kansas (1/92)
- Indiana (2/92)
- Kentucky (2/92)
- Oklahoma (3/92)
- West Virginia (3/92)
- Texas (3/92)

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to States.

SEA Monitoring

As specified by EDGAR requirements, each SEA must develop and implement procedures to monitor subgrantees [34 CFR §76.772(a)(3)]. In addition, SEAs must assure that each program (i.e., the Part B program) will be administered in accordance with all applicable statutes, regulations, State Plans, and applications [20 U.S.C. 1232d(b)(3)]. Finally, each SEA is also required to adopt and use proper methods for administering each grant program which includes:

- monitoring agencies, institutions, and organizations responsible for carrying out each program, and enforcing any obligations imposed on those agencies, institutions, and organizations under the law; and

- correcting any deficiencies in the program operations that are identified through monitoring and evaluation.

In addition, States also have specific monitoring responsibilities under Part B with regard to the implementation of the least restrictive environment [§300.556], and with the placement of children with disabilities in private facilities by public agencies [§300.402].

In all of the States and localities which received final reports in FY 1991, OSEP identified deficiencies in their monitoring procedures, policies and/or checklists. Specifically, OSEP found that SEAs were deficient in identifying and/or correcting deficiencies in the following areas: (1) free appropriate public education [9 of 12 SEAs]; (2) independent educational evaluations [7 of 12 SEAs]; (3) content of prior written notice [11 of 12 SEAs]; (4) timeliness and convenience of hearings and reviews [10 of 12 SEAs]; (5) surrogate parents [6 of 12 SEAs]; (6) additional procedures for evaluating specific learning disabilities [6 of 12 SEAs]; (6) placement in least restrictive environment [7 of 12 SEAs]; (7) continuum of placement options [7 of 12 SEAs]; and (8) confidentiality procedures [7 of 12 SEAs].

OSEP required each of the SEAs to undertake corrective actions to bring their monitoring systems into compliance with Part B and the applicable EDGAR and General Education Provisions Act (GEPA) standards. In addition to directing States to revise their monitoring instruments and procedures,[3] OSEP required SEAs to: (1) train monitoring personnel in the use of the revised monitoring instruments and procedures; and (2) document the implementation of the revised instruments and procedures.

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[3] In all instances where SEAs are required to revise or develop products or procedures, tho products and procedures must be submitted to OSEP for review and approval prior to thei dissemination or implementation.

SEA Review and Approval of LEA Applications

Under Part B and EDGAR, the SEA is responsible for:

- developing procedures that include all of the requirements that applicants must follow in completing and submitting applications for Part B funds;
- assisting applicants in applying for funds;
- approving only those applications which meet the requirements of the Federal program statutes and regulations conforming to that program; and
- ensuring that significant changes in applications are made in accordance with procedures used for submitting initial applications.

(See 34 CFR §§76.305, 76.400(b) and (d); §§76.770(b) and (d); and §300.180 et seq.)

Nine of the 11 SEAs which received final reports in FY 1991 were cited by OSEP for not having procedures in place that would assure that an LEA's policies and procedures satisfied all applicable Federal requirements before it approved the LEA's application.[4] OSEP monitors also found that 10 of the 11 SEAs they monitored had approved LEA applications for Part B funds which did not meet all applicable Federal requirements.

OSEP required the following corrective actions to correct the identified deficiencies: (1) develop application materials which require submission of all appropriate policies, procedures and content to the SEA for review; (2) develop procedures to ensure that applications are reviewed to determine whether all applicable requirements of Part B and EDGAR are met; and (3) develop procedures to ensure that only applications that fully comply with Part B are approved. The SEA was further required to describe the training and technical assistance activities it would carry out to ensure that these requirements were met.

Due Process and Procedural Safeguards

SEAs are required to ensure that due process procedures and other procedural safeguards that meet Federal requirements are available to children with disabilities and their parents [34 CFR

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[4] Since Puerto Rico is a unified system and therefore, does not implement an LEA application process, it was not included in this section of the analysis.

§300.501]. SEAs are also required to fulfill specific responsibilities to ensure that public agencies comply with these requirements. More specifically, each SEA must:

- include procedural safeguards in its State Plan to ensure that the Part B regulatory requirements are met [§300.131];
- include procedures in its State Plan to inform each public agency of its responsibility for ensuring the effective implementation of the procedural safeguards [§300.136];
- require LEA applications for Part B funds to include an assurance that the agency has procedural safeguards that meet the Part B regulatory requirements [§300.237];
- monitor public agencies to ensure that they establish and implement the Part B regulatory requirements [20 U.S.C. 1232d(b)(3)]; and
- ensure that all education programs for children with disabilities are under the general supervision of the SEA and that such programs comply with all the procedural safeguards requirements [20 U.S.C. 1412(6)].

OSEP found that all of the States and localities which received reports in FY 1991 failed to meet one or more of the Federal requirements pertaining to due process procedures and other procedural safeguards [34 CFR §§300.503-300.514]. OSEP reviewed public agencies' policies and procedures relating to procedural safeguards requirements and noted the following deficiencies:

(a) *Independent Educational Evaluation*

Nine of 12 SEAs did not ensure that public agencies had established and/or implemented effective procedures to ensure that the parents of a child with a disability have the right to obtain an independent educational evaluation if the parents disagree with an evaluation obtained by a public agency [§300.503].

(b) *Prior Notice and Parent Consent*

Nine of 12 SEAs did not ensure that public agencies had established and/or implemented effective procedures to ensure that: (1) parents receive a written notice containing a full explanation of all available procedural safeguards before a public agency proposes or refuses to initiate or change the identification, evaluation, or educational placement of a child with disabilities or the provision of a free appropriate public education to the child; and/or (2) parental consent is obtained before conducting a preplacement evaluation and before initially placing a child with disabilities in a program providing special education and related services [§300.504].

(c) *Content of Notice*

Ten of 12 SEAs did not ensure that public agencies had established and/or implemented effective procedures to ensure that the written notice provided to the parents before a public agency proposes or refuses to initiate or change the identification, evaluation, or educational placement of a child contains a full explanation of all of the procedural safeguards available to the parents, as well as the additional content required by §300.505(a)(2)-(4) [§300.505(a)].

(d) *Impartial Due Process Hearing*

Ten of 12 SEAs did not ensure that public agencies had fully established and/or implemented procedures to ensure the right of a parent or public educational agency to an impartial due process hearing [§300.506].

(e) *Hearing Rights*

Ten of 12 SEAs did not ensure that public agencies had established and/or implemented effective procedures to ensure that parties to a hearing have all of the rights under §300.508.

(f) *Hearing Decision; Appeal and Civil Action*

Nine of 12 SEAs did not ensure that public agencies had established and/or implemented effective procedures to ensure that a decision in a due process hearing is final unless a party appeals that decision. Nine of 12 SEAs did not ensure that public agencies had fully established and/or implemented procedures to ensure that any party aggrieved by findings and decisions made in a hearing has the right to bring civil action [§§300.509 and 300.511].

(g) *Timeliness and Convenience of Hearings and Reviews*

Eight of 12 SEAs did not ensure that public agencies had established and/or implemented effective procedures to ensure that a final decision is reached in a hearing no later than 45 days after receipt of the request for a hearing and 9 of 12 SEAs did not ensure that public agencies had established and/or implemented effective procedures to ensure that a copy of the hearing decision is mailed to each party no later than 45 days from receipt of the request for a hearing [§300.512].

(h) *Child's Status During Proceedings*

Nine of 12 SEAs did not ensure that public agencies had established and/or implemented effective procedures to ensure that unless the public agency and the parents of the child agree otherwise, the child involved in the complaint must remain in his or her present educational placement during the pendency of any administrative or judicial proceeding regarding a complaint. Eight of 12 SEAs did not ensure that public agencies had established and/or implemented procedures to ensure that if the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school program until the completion of all the proceedings [§300.513].

OSEP required each of the 12 States and localities in which it identified deficiencies in these procedural safeguards to take corrective actions to address each of the areas of noncompliance. Examples of some of the kinds of corrective actions required by OSEP include:

- revising State and local hearing procedures to ensure that hearings are not conducted by persons who are employees of a public agency which is involved in the education or care of the child and submitting documentation to OSEP to verify that this activity has taken place;

- developing a method to ensure that surrogate parent procedures are implemented in all public agencies in the State and providing training and disseminating materials to all public agencies regarding their responsibilities under this provision;

- submitting revised notices or documentation that LEAs have adopted a standard parent notification letter which contains all of the requirements of §300.505(a); and

- providing technical assistance and training to special education in their responsibilities under §300.501.

Least Restrictive Environment (LRE)

In accordance with 34 CFR §300.550(a) and (b), SEAs must ensure that each public agency establishes and implements procedures that meet, in addition to the specific requirements under 34 CFR §§300.551-300.556, the general requirement that:

- to the maximum extent appropriate, children with disabilities, including those in public or private institutions or other care facilities, are educated with children who do not have disabilities; and
- special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature and severity of the disability is such that education in regular classes cannot be achieved satisfactorily.

SEAs are required to carry out several specific requirements to ensure that children with disabilities are educated in the LRE. An SEA is required to:

- include procedures in its State Plan to ensure that the requirements of Sections 300.550-300.556 are met [§300.132];
- require public agencies to establish and implement procedures which meet the requirements cited above [§§300.530(a) and 300.550)a)];
- require that the public agency's procedures be included in an application for a subgrant [§300.227];
- fully inform teachers and administrators in all public agencies of their responsibilities under Federal regulations in this area and provide them with needed technical assistance and training [300.555]; and
- monitor to ensure that public agencies implement the Federal requirements cited above [§§300.556 & 20 U.S.C. 1232d(b)(3)]; and
- ensure that all educational programs for children with disabilities within the State are under the general supervision of the SEA and comply with all of the LRE requirements [20 U.S.C. 1412(6)].

OSEP found all of the States and localities which received final reports in FY 1991 failed to meet one or more of the Federal requirements pertaining to LRE [34 CFR §§300.500-300.556]. More specifically, OSEP found the following deficiencies:

(a) *Removal from Regular Education*

Six of 12 SEAs did not ensure that their public agencies removed children with disabilities from the regular educational environment only when the nature or severity of the disability was such that education in regular classes with the use of supplementary aids and services could not be achieved satisfactorily [§300.550(b)(2)].

(b) *Continuum of Placement Options*

Twelve of 12 SEAs did not ensure that each of their public agencies had available a full continuum of alternative placements to meet the needs of children with disabilities [§300.551(a)].

(c) *Placement Based on IEP*

Ten of 12 SEAs did not ensure that the educational placement of each of its children with disability was based on his or her fully developed IEP [§300.552(a)(2)].

(d) *Placement Options Available to Implement IEP*

Eleven of 12 SEAs did not ensure that each public agency ensures that the various alternative placement options are available to the extent necessary to implement the IEP for each child with disabilities [§300.552(b)].

(e) *Participation with Nondisabled for Nonacademic and Extracurricular Activities*

Seven of 12 SEAs did not ensure that each public agency ensures that each child with a disability participates with children without disabilities in nonacademic and extracurricular activities to the maximum extent appropriate to the needs of that child [§300.553].

OSEP required States and localities in which it identified areas of deficiency related to LRE to implement a variety of corrective actions. Among these were: (1) developing or revising statewide policies and procedures addressing the LRE provisions; (2) disseminating information to program officials and parents to inform them of new or revised policies and procedures; and

(3) providing training to special education staff in their responsibilities under the requirements of 34 CFR §§300.550-300.554.

Individualized Education Programs (IEPs)

SEAs are responsible for ensuring that each public agency develops and implements an IEP for all of its eligible children with disabilities [34 CFR §300.341]. Various provisions in the Part B regulations also set forth requirements for public agencies in developing, implementing, reviewing, and revising IEPs (see 34 CFR §§300.341-300.349 and Appendix C, 34 CFR Part 300). Each SEA is also required to carry out specific activities in order to ensure that public agencies comply with 34 CFR §§300.340-300.349. These activities are to:

- include in its annual program plan, a copy of each State statute, policy, and standard that regulates the manner in which IEPs are developed, implemented, reviewed, and revised [§300.130(b)(1)];
- monitor and evaluate the development, implementation, review and revision of IEPs [§§300.130(b)(2) & 20 U.S.C. 1232d(b)(3)];
- require LEA applications for Part B funds to include procedures to ensure that the LEA complies with §§300.340-300.349 [§300.235]; and
- ensure that all educational programs for children with disabilities within the State are under the general supervision of the SEA and that such programs comply with all the IEP requirements of §§300.340-300.349 (20 U.S.C. 1412(6)].

OSEP's final monitoring reports issued in FY 1991 found that 11 of the 12 States and localities which received reports during this period were not in compliance with all of the IEP requirements of 34 CFR §§300.340-300.349. Specifically, OSEP found the following deficiencies:

(a) *Maintain a Record of Attempts to Arrange a Mutually Agreed Upon Time and Place for IEP Meeting*

Five of 12 SEAs did not ensure that public agencies maintain a record of their attempts to arrange a mutually agreed upon time and place for the IEP meeting [§300.345(d)].

(b) *IEP Meeting Includes a Representative of the Public Agency*

Seven of 12 SEAs did not ensure that a representative of a public agency, other than the child's teacher, is present at each IEP meeting [§300.344(a)(1)].

(c) *IEP Meetings At Least Once A Year to Review and Revise Each Child's IEP*

Three of 12 SEAs did not ensure that each public agency is responsible for initiating and conducting meetings, at least once a year, for the purpose of reviewing and, if appropriate, revising each child's IEP [§300.343(a) and (d)].

(d) *IEP Content*

Eleven of 12 SEAs did not ensure that public agencies developed IEPs which included all of the content required at §300.346.

Each of the States and localities found by OSEP to have IEP deficiencies was required to complete corrective actions to correct the identified deficiencies. SEAs were required to: (1) revise their SEA monitoring procedures; and (2) provide technical assistance to special educational personnel in implementing the IEP requirements.

Complaint Management

Under EDGAR provisions, an SEA is responsible for adopting written procedures for receiving and resolving any complaint that the State or a subgrantee is violating a Federal statute or regulations that apply to a program [34 CFR §76.780(a)(1)]. These procedures must include a time limit of 60 calendar days after the State receives a complaint to investigate and resolve the complaint, unless an extension is granted for exceptional circumstances [34 CFR §76.781(a)(2) and (b)]. OSEP is responsible for ensuring that each SEA, consistent with its general supervisory responsibility, implements a complaint management system that satisfies the requirements in 34 CFR §§76.780-76.782 of EDGAR.

OSEP monitors found that 9 of 12 SEAs did not meet their general responsibility to ensure that complaints were properly resolved in accordance with the requirements identified above. Eight of 12 States and localities were found not to have implemented procedures which ensured a 60 calendar day deadline for resolving complaints.

OSEP required the States with identified deficiencies to take corrective actions to: (1) amend their procedures to ensure that complaints were properly resolved within a 60 calendar day time limit; and (2) disseminate information and provide technical assistance to parents, administrators, and interested organizations in the revised procedures.

Free Appropriate Public Education (FAPE)

SEAs are responsible for ensuring that a FAPE is available to all eligible children with disabilities within the State [§300.300]. In part, "free appropriate public education" means special education and related services which are provided in conformity with an IEP [§300.4(d)]. "Special education," in part, means specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability [§300.14(a)(1)].

In order to meet the general responsibility specified under §300.300, an SEA is required to:

- include in its State Plan, information which shows that the State has in effect a policy ensuring: (a) the right to a free appropriate public education to all eligible children with disabilities, and (b) that this policy is applicable to all public agencies in the State [§300.121]; and

- monitor public agencies responsible for carrying out the programs and enforcement of obligations imposed on these agencies [20 U.S.C. 1232d(b)(3)(A).

During 1991, OSEP cited 11 of 12 SEAs for policy or procedural inconsistencies with respect to FAPE provisions. In eight States, OSEP monitors found the SEA to be deficient in meeting its general responsibility to ensure that: (1) students with disabilities were receiving special education and related services in conformity with their IEPs; or (2) the special education and related services contained in IEPs were designed to meet their unique needs of the child. In five SEAs, OSEP found that the SEA did not meet its responsibility to ensure that all public agencies made extended school year services available as a component of FAPE if it was necessary to meet the unique needs of an individual with a disability.

To correct such deficiencies, OSEP required States to implement corrective actions that included: (1) a description of the steps the SEA would take to ensure correction of the identified deficiency; and (2) providing in-service training and technical assistance to ensure school administrators and instructional staff understood the requirements.

Summary

OSEP is committed to implementing a comprehensive program review system which reflects (1) changes in the law and its implementation; (2) advances in the methods by which information is collected, examined, and reported; and (3) effective and timely means for identifying and correcting deficiencies in State and local implementation of Part B. Initiatives to improve both the coordination and content of OSEP's program review activities are ongoing and based on annual review of the effectiveness, thoroughness, and efficiency of the monitoring system. The primary goal of the Federal monitoring system is to assure that SEAs are carrying out their responsibilities to develop and implement effective policies and procedures so that all children and youth with disabilities are provided a free appropriate public education.

Federal program review activities are geared to provide a variety of information on whether SEAs are meeting their responsibilities in implementing the Part B requirements. Among the seven Federal program review components, the review and approval of State Plans, compliance monitoring reviews, and ongoing communication with constituents provide specific information regarding the implementation of Part B in each of the States.

OSEP noted the following types of deficiencies in the State Plans which were reviewed and approved by OSEP at the time of this report: (1) Confidentiality of Personally Identifiable Information, Individual Education Program, Procedural Safeguards, and Protection in Evaluation Procedures; (2) Least Restrictive Environment and Personnel Standards; (3) Right to Education Policy Statement; and (4) Private Schools and the Description of Use of Part B Funds.

In the final compliance monitoring reports issued in FY 1991, OSEP found a number of significant deficiencies in the monitoring procedures, policies, and checklists of each of the States monitored. It must be noted that the type and extent of deficiencies within each State in the following areas varied by State. A majority of the States which received reports were cited for not having appropriate procedures in place to ensure that an LEA's policies and procedures were consistent with all applicable Federal requirements before it approved the LEA's application. OSEP also found that each of the States it monitored in 1991 failed to meet one or more of the Federal requirements pertaining to due process and least restrictive environment. Finally, OSEP's final monitoring reports for FY 1991 found that all the States monitored had deficiencies in ensuring that each of their public agencies develop and implement an IEP that meets all Part B requirements for each of its children with disabilities. In all cases where deficiencies were noted, OSEP required States to take steps to ensure that the deficient practice was discontinued and corrective actions taken to prevent recurrence.

FORMULA GRANT PROGRAMS

This section of the chapter provides a description of two major formula grant programs providing financial assistance to States for educational programs: the IDEA, Part B State Grant Program, and Chapter 1 of ESEA (SOP). Two other formula grant programs authorized by IDEA, the Part H Program for Infants and Toddlers with Disabilities and the Section 619 Preschool Grants Program, are discussed in Chapter 2. This section concludes with a presentation of State-reported data on Federal, State, and local expenditures for special education and related services during the 1987-88 school year.

IDEA, Part B State Grant Program

Each year, funds are distributed to the States under Part B according to the total number of students with disabilities reported by the States as receiving special education and related services. State educational agencies (SEAs) conduct an annual child count on December 1 of each school year, aggregate these data, and submit them to OSEP. The FY 1991 IDEA Part B appropriation was distributed to States on or shortly after July 1, 1991 based on the December 1, 1990 child count. States may use these funds from July 1, 1991 through September 30, 1993. Funds appropriated under the Part B, IDEA increased steadily from $251,700,000 in FY 1977 to $1,854,186,000 in FY 1991 (table 4.5). In the same period, the average per child amount of Federal funding also increased from $72 to $407.

At least 75 percent of the funds a State receives under Part B, IDEA must be distributed to local educational agencies (LEAs) and intermediate educational units (IEUs) to assist in the education of students with disabilities (20 U.S.C. 1411(c)(1)(B)). The LEAs and IEUs are required to assure that these funds do not supplant State and local expenditures, but instead pay for the excess costs[5] of providing special education and related services to students with disabilities. States are allowed to set aside up to 25 percent of the Part B, IDEA State grant award for use by the SEA. Of these funds, States may use up to 5 percent of the grant or $350,000,[6] whichever is greater, for the cost of administering the Act. The remaining 20 percent of the Part B, IDEA award may be used by States for direct and support services for children and youth with disabilities and for the administrative costs of monitoring and complaint investigations to the extent that such costs exceed the costs incurred for administration of complaint investigation and monitoring during FY 1985.

In 1991, the National Association of State Directors of Special Education (NASDSE) conducted a study of how States allocated Part B, IDEA funds awarded, based on the December 1988 child count.[7] Forty-seven States were respondents. Twenty States (43 percent) reported that they distributed 75 percent of the IDEA-B grant award to LEAs and IEUs to pay the excess costs of special education and related services. However, the majority of the States (57 percent or 27 States) passed on more than 75 percent to their local school districts. Of these States, 5 distributed from 76 to 80 percent, 12 from 81 to 85 percent, and 10, 85 percent or more to the LEAs or IEUs. Additionally, of the 10 States exceeding 85 percent, 5 exceeded 90 percent, with the highest reported figure equaling 95 percent of one State's total Part B, IDEA grant award.

States are permitted to use a portion of their Part B, IDEA grant award for State-level administration of the Act. States may choose to use up to 5 percent of their grant award or $350,000, whichever is greater, for this purpose. The NASDSE study indicated that 27 States used 5 percent of the July 1, 1989 Part B grant award for administration, while 9 States used a

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[5] 20 U.S.C. 1401(a)(21) of the IDEA defines "excess costs" as "costs which are in excess of the average annual per student expenditure in a local educational agency during the preceding school year for an elementary or secondary school student...."

[6] The amount of the Part B grant award a State may use for administrative costs was increased from $350,000 to $450,000 by the IDEA Amendments of 1991.

[7] These funds were awarded to States on or shortly after July 1, 1989, for use from then through September 30, 1991.

TABLE 4.5

IDEA, Part B State Grant Program Funding
Fiscal Years 1977-91

Fiscal Year	IDEA, Part B State Grants	Per-Child Allocation
1977	$ 251,770,000	$ 72
1978	566,030,000	159
1979	804,000,000	217
1980	874,500,000	230
1981	874,500,000	222
1982	931,008,000	233
1983	1,017,900,000	251
1984	1,068,875,000	261
1985	1,135,145,000	275
1986	1,163,282,000	282
1987	1,338,000,000	321
1988	1,431,737,000	338
1989	1,475,449,000	340
1990	1,542,610,000	350
1991	1,854,186,000	407

Source: U.S Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

smaller percentage. For the same Part B grant award, 11 States receiving a total Part B award of less than $7,000,000 reported using $350,000 to cover the State's costs of administration of the Act. For these 11 States, 5 percent of the grant award was less than $350,000.

The portion of the Part B, IDEA State grant remaining after funds are distributed to local school districts and used by the State for administration may be used by the SEA to support discretionary activities. These discretionary funds pay for direct and support services to children and youth with disabilities and for the administrative costs of monitoring and complaint investigation to the extent that the costs for these activities exceed the costs incurred during FY 1985. States can retain a maximum of 20 percent of the Part B, IDEA grant award for these discretionary purposes. Of the 47 States responding to NASDSE's survey, 17 States (36 percent) retained the maximum amount allowable while 30 States (64 percent) retained less. Of the States that retained 10 percent or less of their award for discretionary use, all reported passing through more than 80 percent of the total Part B award to local school districts.

The NASDSE study examined how States spent the discretionary portion of their Part B, IDEA grant award for FY 1990. The results indicated that 23 States (49 percent) found it necessary to use discretionary funds, in addition to funds allocated from their administrative set-aside and State appropriations, to cover the escalating costs of monitoring and complaint investigation. Of the discretionary funds available, States reported using from 0.26 to 42.91 percent for monitoring and complaint investigation. In total, over $15 million of the Part B, IDEA grant funds available to States for discretionary purposes were spent on the administrative costs of monitoring and complaint investigation. These States also used discretionary funds to support a variety of direct and support services.

Seventy-five percent of the States reported spending 90 percent or more of the SEA discretionary funds from the Part B grant award distributed on or shortly after July 1, 1989, for direct or support services to children and youth with disabilities. All States reported using at least 57 percent for direct or support services. The range of activities supported with these funds is very broad. Some target a portion of these funds on services for specific populations of children and youth. For example, Arizona, Florida, Kansas, and Massachusetts, among others, directed resources at developing transition services for adolescents. Connecticut, Wisconsin, and South Dakota are examples of States that used discretionary funds to support projects integrating children and youth with severe multiple disabilities into community schools and regular education programs. A majority of States (29 or 62 percent) used a portion of their discretionary funds to support in-service training of personnel, through their Comprehensive System of Personnel Development (CSPD) and other projects, which provide special education and related services to children and youth with disabilities. Over half (27 or 57 percent) of the responding States distributed a portion of their discretionary dollars to LEAs and IEUs based on their child counts, thus increasing the amount of Federal dollars available to provide special education and related services at the local level. Another way SEAs use discretionary funds to supplement local resources for special education is to reimburse LEAs for a portion of the cost of implementing the IEPs of selected groups of students. This includes those requiring personal aides, specialized technological or other assistive devices, and other unusually high cost services. Examples of States providing this type of support in FY 1990 were Alabama, Montana, and North Carolina.

The total amount of Part B funds States reported to NASDSE being used for direct and support services for children and youth with disabilities was $180,000,056. This represents 13 percent of the total funds States reported receiving under Part B based on the December 1988 child count.

Chapter 1 Program for Children with Disabilities

Funds have been provided to the States to assist in educating children with disabilities in State-operated or State-supported programs (SOPs) since 1965 under Chapter 1 of the Elementary and Secondary Education Act (ESEA), also referred to as P.L. 89-313. In 1975, an amendment allowed funds to be distributed to LEAs serving children with disabilities who transferred from State-operated or State-supported programs, in order to encourage the transfer of children to programs in their home communities. Chapter 1 funds may be used in LEAs for the purpose of expanding or improving programs serving students with disabilities who are currently or were previously enrolled in SOPs.

The program under Chapter 1 of ESEA (SOP) was most recently reauthorized and amended by P.L. 100-297, the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988. Table 4.6 presents the total amount of funds distributed and the average per pupil allocation for Chapter 1 of ESEA (SOP) and its predecessor programs for fiscal years 1966-91.

Expenditures for Special Education and Related Services

Annual expenditure data have been submitted to OSEP each year by the States and outlying areas since the 1983 amendments to Section 618 of IDEA. These data were first reported for 1982-83 in the *Ninth Annual Report to Congress*. Requirements to report these expenditures were changed by the Education of the Handicapped Amendments of 1990, and this marks the final year that data in this form will be presented in the annual report to Congress.

Section 618 required that States report expenditures for both special education and related services according to the source of funds: Federal, State, and local. States may estimate expenditures for special education and related services; however, they must report actual amounts for expenditures by funding source. The States and outlying areas reported data on all funds spent, except for capital outlays, for the cost of providing special education and related services to children with disabilities. This report briefly describes the expenditure figures provided by States for 1987-88 and examines trends since they were first reported for 1982-83. Total expenditures of more than $19 billion for special education and related services were reported for 1987-88 (see Appendix A, Table AH1). The average per pupil cost derived from the total expenditure for all children with disabilities served in 1987-88 under Part B and Chapter 1 of ESEA (SOP) was $4,313. This represents a 10 percent increase, or $396, over the average per pupil cost of $3,917 for 1986-87. The Federal share of the total expenditures reported was

TABLE 4.6

Chapter 1 State Formula Grant Funding
Fiscal Years 1966-91

Fiscal Year	ESEA (SOP) State Grants	Average Per Pupil Allocation
1966	$ 12,467,000	$ 243
1967	15,078,000	182
1968	24,747,000	283
1969	29,781,000	309
1970	37,483,000	339
1971	46,130,000	379
1972	56,381,000	428
1973	75,962,000	481
1974	85,778,000	515
1975[a]	183,733,000	1,028
1976	111,433,000	592
1977	121,591,000	604
1978	132,492,000	592
1979	143,353,000	635
1980	145,000,000	620
1981	152,625,000	626
1982	146,520,000	604
1983	146,520,000	596
1984	146,520,000	593
1985	150,170,000	587
1986	143,713,000	572
1987	150,170,000	588
1988	151,269,000	578
1989	148,200,000	557
1990	146,389,000	545
1991	148,859,000	561

[a] From FYs 1966-74, the funds appropriated were for use in that fiscal year. However, beginning in FY 1975, funds were to be used in the succeeding fiscal year. As a result, the appropriation in FY 1975 was for funds to be used in both FY 1975 and FY 1976.

Source: U.S. Department of Education, Office of Special Education Programs Data Analysis System (DANS).

7.9 percent, reflecting a slight increase from 7.6 percent in 1986-87. States contributed 56 percent (down from 56.5 percent in 1986-87), while the local share was 36.1 percent of the total, slightly higher than the 35.8 percent share reported in 1986-87.

Similar results are found when expenditure data are separated into the categories of special education and related services. For 1987-88, the Federal share of the expenditures for special education was 7.9 percent, while States contributed 56 percent and local districts provided 36.1 percent. The Federal portion of the funds expended on related services was 7.9 percent, with State and local contributions of 55.3 percent and 36.7 percent, respectively. Of the total expenditures from all three funding sources, 80.6 percent of the funds were expended for special education, and 19.4 percent were for related services.

Overall spending and per pupil expenditures have increased since these data were first reported for 1982-83. The total amount of expenditures has risen from nearly $12 billion in 1982-83 to more than $19 billion in 1987-88, reflecting an increase of more than 60 percent. During this period of time, average per pupil expenditures for special education and related services rose from $2,788 in 1982-83 to $4,313 in 1987-88, an increase of more than 54 percent.

Federal, State, and local shares of special education and related services expenditures have shifted somewhat during this same period. The percentage of funds from Federal and local sources has declined, while the State proportion increased. The Federal portion of the total funds expended fell from 8.5 percent in 1982-83 to 7.9 percent in 1987-88, while the share from local districts also dropped slightly, from 37.8 percent to 36.1 percent. The State contribution increased, from 53.7 percent in 1982-83 to 56 percent for 1987-88.

Summary

OSEP supports State educational agencies and local school districts in implementing the Nation's education mandates through a system of financial support including two major formula grant programs; the IDEA, Part B State Grant Program and Chapter 1 of ESEA (SOP). In FY 1991, $1.85 billion was distributed to States under IDEA, Part B; under Chapter 1 of ESEA (SOP), $148.9 million was distributed. States reported spending over $19 billion for special education and related services in the 1987-88 school year. The Federal share of these expenditures was 7.9 percent of the total, while States contributed 55.3 percent and localities contributed 36.7 percent.

ASSISTANCE TO STATES FOR IMPROVING PROGRAMS

The President, and the Governors are leading a national initiative intended to assist States in reforming America's schools with the goal of substantially improving the performance of all students, teachers, and the education system as a whole. Toward this goal, the

Office of Special Education Programs (OSEP) has been engaged in a strategic planning process for developing goals, objectives, strategies, and priorities for the programs it administers and has identified as its mission toward achieving better results for individuals with disabilities.

Among the strategic targets identified by OSEP as critical to achieving this mission are securing and expanding access and inclusion for children with disabilities within public school programs, and improving the capacity of service delivery systems to meet the needs of diverse populations. The requirements and financial resources provided by the formula grant programs authorized by the IDEA (e.g., the Part B State Grant Program and the Section 619 Preschool Grants Program) are a primary means for achieving the target of securing and expanding access and inclusion for children with disabilities. The discretionary programs authorized by Parts C through G of the IDEA are the primary means for providing Federal assistance to achieving another of OSEP's strategic targets, improving the overall capacity of the service delivery system to meet the needs of students with disabilities.

This section of the report highlights two distinct strategies OSEP employs under IDEA's discretionary authorities to help States improve the systems of services for children and youth with disabilities. The first strategy is support, through grants and cooperative agreements, to assist States design and implement changes tailored to their specific needs that will improve overall systems of service delivery. The second strategy is support for technical assistance that States can access for specific purposes as they undertake diverse approaches to improve their systems of services.

Systems Change Grants

A system of service delivery is an organized, interrelated set of diverse components that form a complex whole. In education, system components include values and principles, often articulated in the policies and standards that govern educational procedures and practice. They also include the structures employed to carry out the policies, and the resources, such as personnel and money, needed to support service delivery. An identifying characteristic of a system is the balance and interdependence of its components. Change in one component is felt elsewhere in the system and to varying degrees. Systems can be changed to function differently by making small adjustments in one component, modifying several components substantially, or redesigning the entire structure. Because of the interdependence of their components and the possibility that even a small change in one component can affect others in unanticipated or unintended ways, making changes in systems is a complex, sensitive, difficult, and often long-term process.

Federal initiatives and the financial support they provide to States for improving educational services can be characterized along a continuum. At one end of this continuum, such initiatives can target a single component of a system, for example by supporting the development of a curriculum that can be used in in-service and preservice training to improve the ability of teachers to provide effective instruction in mathematics. In contrast, Federal initiatives and resources also can support more broad ranging improvements, for example by assisting States in making fundamental changes in one or more of their system components. In establishing its priorities, a Federal agency must purposefully design its strategies and target resources to maximize their effect. The particular approach selected by the agency must address its mission and priorities. In the case of discretionary funds administered by OSEP, this means identifying the types of strategies that will result in better results for individuals with disabilities.

One of the strategies the Office of Special Education Programs (OSEP) employs in the discretionary programs it administers is to fund systems change grants that support State efforts to make fundamental and broad ranging changes designed to impact on their overall system of service delivery in a particular area, such as preschool education, or for a particular population of children with disabilities. Systems change grants are designed to help States build their capacity to deliver effective services and achieve program improvements in ways that fit the particular circumstances of individual States. Such grants provide a relatively high degree of flexibility to States for the activities they undertake, enabling them to focus on those components and activities of the system they have determined to be critical for effecting systemic improvements. In some States, grant funds might be used for multi-agency planning and policy development while in others, where requisite policies are in place, emphasis might be placed on activities to demonstrate, disseminate, and replicate alternatives for local program practice. Systems change grants also provide relatively long-term support, typically from three to five years, to enable States the opportunity to engage in activities that will result in a long lasting impact on service provision, such as policy reformulation and professional reorientation. Among the conditions affecting program improvement that respond particularly well to the systems change grants strategy are:

- changes that require initial investments of time and money for planning and development, interagency communication, gaining support among involved parties, removal of systemic barriers, and needs assessment;

- changes that involve building working relationships between organizations, levels of an organization, and involved parties, including policy makers, professionals, parents, and students; and

- changes that require the establishment of significant professional development activities and information dissemination among involved parties.

Since 1980, OSEP has used systems change grants as one strategy to achieve improved programs and outcomes for children and youth with severe disabilities, including the integration of these individuals into home schools and regular classrooms. The IDEA requires that, to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled. Further, it requires that the removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (20 U.S.C. 1412(5)). Although data reported by States in the late 1970s on the placement of children with disabilities suggested that some children with severe disabilities were receiving services in public school programs, the development of such options was occurring slowly. Recognizing that fundamental changes in the delivery of services would be necessary in States to provide children and youth with severe disabilities with opportunities to be educated in regular school programs, OSEP used the authority provided by Congress under the IDEA Program for Children with Severe Disabilities (20 U.S.C. 1424) to formulate a strategy of providing grants to support system changes that would promote and facilitate State improvement efforts. These grants enable States to undertake diverse activities tailored to their particular context and needs, such as policy review and development, the development and expansion of local programming capacity, improvements in interagency relationships, and personnel preparation.

Systems change grants to support program improvements for children and youth with severe disabilities are awarded to State educational agencies (SEAs). During the 1990-91 school year, OSEP supported grants in 16 States. Grantees were required to design projects that would enhance the capacity of the State to serve children with severe disabilities through efforts that would:

- Develop, in conjunction with the Part B State plan, activities to improve the quality of special education and related services in the State for children with severe disabilities (including deaf-blindness), from birth to age 21, and to change the delivery of these services from segregated to integrated environments.

- Significantly increase the number of children with severe disabilities served in regular school settings alongside their same-aged peers.

- Evaluate the effectiveness of these activities, including tracking the educational program placement of children with severe disabilities over time.

- Evaluate and disseminate information about the project's outcomes.

Two of the 16 States currently funded under this program are California and Colorado. Each has taken a different approach for achieving the program goals, tailored to particular needs and circumstances of their State service delivery systems.

California Department of Education

In the mid-1980s, the California SEA undertook an initiative to increase the capacity of local educational agencies (LEAs) in the State to provide educational and related services to students with severe disabilities. Contributing to this initiative were calls from advocates and professionals for the development of increased educational opportunities for children and youth with severe disabilities in local school programs, bolstered by State legislation prohibiting the use of State funds for the construction of facilities that would house segregated educational programs for these students. In October of 1986, the California State Board of Education issued a policy statement on LRE aimed at clarifying the State's education code and providing direction for implementation at the local level. The policy emphasized the importance of providing a continuum of placements for students with disabilities that included regular education options, when appropriate, and opportunities to interact with nondisabled peers. To implement this policy, LEAs required technical assistance from both the SEA and the universities. Consequently, in 1987, California applied for and received a systems change grant from OSEP to support efforts to improve and increase services to students with disabilities in integrated settings.

The California systems change project, entitled Providing Education for Everyone in Regular Schools (PEERS), is comprised of several components. They combine to assist school districts plan and implement educational opportunities for students with severe disabilities within local programs, to improve collaborative efforts within educational agencies and between educational agencies and other agencies providing services to students with severe disabilities, and to support personnel and policy development efforts that will facilitate the inclusion of these students into local programs of service delivery. In addition to dissemination of project results and evaluation of project efforts, PEERS activities are conducted through six major components.

Providing LEA Technical Assistance and Support. This component provides training and technical assistance to individual school districts and to regional groups of school districts (i.e., Special Education Local Plan Areas or SELPAs) for planning and implementation of services for students with severe disabilities. It also supports changes in policy and practice at the local level. SELPAs and districts are selected to receive services from PEERS following a competitive application process that includes negotiating a match between PEERS' goals and services and those of the applicant. Once a SELPA or district is selected, PEERS provides a number of training and technical assistance services aimed at helping the new sites to form local advisory committees, implement needs assessments and action plans, address local barriers to integration, provide in-service training on integration, collect evaluative data, formulate policy, and establish an implementation site.

An important initial activity for each participating SELPA or district is to form an Integration Support Team comprised of parents, general and special educators, administrators, school board members, related service personnel, and community members whose initial responsibility is to develop a policy statement and implementation plans for integrating students with severe disabilities into district programs. Examples of other collaborative activities conducted by various Integration Support Teams include development of site selection criteria, student transition processes, and staff in-service training plans.

Developing an Implementation Site Network. Another component of PEERS is to develop a statewide network of integrated implementation sites, one at each of the participating SELPAs to serve as centers for training and assistance to school personnel from other districts interested in replicating the integrated service model. These sites are selected based on a standard set of criteria indicative of best practices in integrated education programs. As part of their information dissemination activities, these sites have hosted conferences that provide information on emerging practices and trends in the provision of educational services to individuals with severe disabilities in regular school programs. In conjunction with PEERS staff, teachers at implementation sites have presented information on integration strategies at State and national conferences, SELPA-sponsored in-service training activities, and as part of preservice training programs at several universities. Currently, 15 implementation sites in urban, suburban, and rural communities are being used to demonstrate integrated programs of service across California.

Providing SEA In-service Training. A third component of the project is to work with SEA units responsible for compliance monitoring, program development, and evaluation to improve their knowledge base related to barriers to, and strategies for, successful integration. Through training and other activities, SEA personnel are provided assistance to increase their understanding of how their efforts can support the goal of increasing statewide service delivery to students with severe disabilities at the local level.

Linking Research and Practice. Another component of PEERS promotes communication between the project and key university research and instructional efforts focused on increasing the effective integration of students with severe disabilities in public schools. As part of this activity, PEERS has contributed to several national studies on integration which have served to disseminate the PEERS model nationwide and aided program improvement efforts within the State based upon the research findings. This component also provides leadership training that gives future teachers and administrators the requisite skills and philosophical orientation to further the goals of systems change. Toward this end, PEERS staff have worked with university faculty to design coursework for preservice training that introduces prospective teachers in both regular and special education to service provision in integrated environments.

Facilitating Collaborative Solutions. The fifth component is designed to build a broad collaborative base for integrated services by facilitating information exchange among general education, special education, and related services personnel at the State and local level. A broader involvement and commitment to integration among various disciplines and agencies serving students with severe disabilities is considered an essential ingredient for achieving systems change. The interdisciplinary problem-solving activities of the SELPA Integration Support Teams illustrate the contributions of this component toward systems change at the local level. In addition, the multidisciplinary, multi-agency PEERS Advisory Board addresses barriers and problems facing integration by making recommendations that have implications for State policy, legislation, or both. A recent set of recommendations from the Board included changes in policy and interagency agreements between State agencies that would facilitate the delivery of related services in integrated environments. Another task was to identify competencies for building principals in schools integrating students with severe disabilities. In addition to the Board activities, PEERS staff provide in-service training for personnel from various agencies and disciplines across general and special education, and preservice training for prospective administrators and general and special education teachers.

Improving Data on Student Placements. The sixth component of PEERS is working to revise the State's child count procedures for children and youth with severe disabilities. A primary task within this component has been to improve the procedures used by districts to report the educational placement (i.e., integrated or segregated) of students to the SEA. Improvements in the accuracy and comparability of data reported by districts will assist PEERS and the SEA to evaluate the long-term effect of the project and its impact on the development of educational options for students with severe disabilities in local school programs.

Together, the components of the PEERS Project have already made significant contributions in the State's efforts to improve programs for students with severe disabilities, and to increase the number served in regular school environments. For example, 164 special day classes, serving approximately 1,600 students with severe disabilities, have moved from special centers to age-appropriate integrated school sites since PEERS began in 1987. In addition, over the five-year span of the project, it is estimated that 10,000 students with severe disabilities will be direct or indirect recipients of PEERS interventions, district/SELPA replication efforts, or both.

At the policy level, PEERS has contributed to the adoption of new legislation to reverse fiscal disincentives for integration. The project also has played a role in the modification of the local compliance review process to include items specifically related to services provided to students with severe disabilities in integrated settings. In addition, through the collaborative efforts encouraged by PEERS at the State and local levels, interagency agreements between Head Start, State-operated preschools for disadvantaged children, and private preschools have been developed to facilitate the placement of young children with severe disabilities in these programs.

Colorado Department of Education

In the early 1980s, Colorado undertook an initiative that is still being implemented today in an effort to increase the number of students with severe disabilities educated in regular school programs in the State. In the early stage of this initiative, State policies were revised to establish incentives for school districts to serve children with severe disabilities in integrated settings. At the same time, preservice training programs in several of Colorado's colleges and universities began to include the philosophy and strategies of integration in their training programs for teachers specializing in severe disabilities. The changes in both preservice personnel preparation and State policy occurred at the same time that parent advocacy was strongly endorsing changes in service delivery in the State that would result in increased community-based programming for students with severe disabilities.

In 1985, the Colorado State educational agency applied for and received the first of two systems change grants from OSEP to continue its initiative at the local level. The purpose of these grants was to obtain the resources necessary to undertake extensive technical assistance and other activities that would foster the organizational and instructional changes in Colorado's school districts that would enable them to effectively serve students with severe and profound disabilities in integrated settings. To achieve its goal of building local service delivery capacity, the State first developed the Colorado Effective Education Model (CEEM) that could be adapted to the specific needs and conditions of different communities. The model was developed from the results of several activities, including (a) a statewide needs assessment that identified gaps in service delivery at the local level for children with severe disabilities; (b) input from a steering committee comprised of parents, LEA and SEA staff, and representatives of other human service agencies including the Departments of Health, Vocational Rehabilitation and Developmental Disabilities; and (c) a comprehensive review of the literature on successful practices in serving individuals with severe disabilities. The model that emerged consists of seven components that have been shown to positively influence educational opportunities and outcomes for students with severe disabilities.

Interaction with Peers in School and Community. This component is designed to expand the opportunities for students to interact with age-appropriate, nondisabled peers in both school and community environments. Examples of the activities undertaken by districts to address this component have been rescheduling classes, lunches, recess, and extracurricular activities so that children with and without disabilities participate together.

Staffing/Individualized Education Program (IEP) process. This component is designed to increase the relevance of the school decision making processes by involving families, educational team members, and representatives of other agencies in designing individualized instructional approaches and services that will achieve selected outcomes for students relevant to their education in regular school environment. For children moving from segregated to integrated placements, this component often results in new IEP goals and objectives reflecting instruction in regular school environments. The number of staff involved in both the evaluation and program planning processes has often increased to ensure participation by regular and special educators.

Systematic Instruction. This component focuses on the use of teaching technologies and strategies that consider the particular learning, communication, behavioral, and environmental needs of students. The term, systematic instruction, refers to a defined, replicable process that reflects best practice and uses a student's performance data as a basis for modifying a program of instruction that includes the acquisition, maintenance, and generalization of skills. In order to implement this component many sites concentrate on ways of collecting and maintaining objective data on the child's educational progress that can be shared among the different professionals and paraprofessionals providing educational and related services.

Vocational/Supported Employment. This component is concerned with preparing students with severe disabilities to function successfully in work environments, using such techniques as systematic and community-based instruction. To facilitate implementation of this component, a transition planning process for secondary students with severe disabilities has been used in which educators and representatives of adult service agencies participate.

Transdisciplinary Service Delivery, the sixth component of CEEM, stresses the importance of collaborative planning and service delivery among providers involved with the student by fostering the utilization and exchange of information and skills among team members, and, sometimes by shifting personnel roles when of benefit to the child.

Family/School Partnership. This component of the model emphasizes the importance of effective communication and collaboration among parents, educators and other service providers in the design and implementation of the student's program. In addition to efforts focused on the individual student, implementation sites typically provide opportunities for parents to acquire information and skills needed for their role in a collaborative process and encourage the formation of parent support groups.

Program Management. This component is concerned with the efficient management of time, resources, and personnel that enable the provision of integrated educational and related services to students with severe disabilities in the regular school setting. At particular implementation sites, this component involves the scheduling of staff and students, modifying modes and frequency of communication among team members, and when necessary, the development of revised job descriptions and deployment of paraprofessionals to support the implementation and effectiveness of other components of CEEM.

By the 1990-91 school year, CEEM was being implemented in 16 of Colorado's 50 school districts. Individual implementation sites within these units include preschools, elementary schools, high schools, and one community college. To be selected as an implementation site, local educational agencies (LEAs) apply on a competitive basis to participate in the CEEM project. In addition to adapting and piloting the model, implementation sites must make a commitment to train personnel and disseminate the model to other schools within their administrative unit. Each participating LEA selects the specific building or buildings that will constitute the initial implementation or pilot site. Once the CEEM components have been implemented and evaluated, these sites participate in at least four activities to assist in disseminating CEEM statewide. First, they serve as demonstration sites for personnel from other districts to observe. Second, each site organizes a team that provides technical assistance on the application of the CEEM components to an assigned region in the State. Third, personnel at the implementation sites participate in regional and statewide conferences, including an annual conference hosted by the CEEM project. Finally, implementation sites are used as settings for university-based research on the effectiveness of integrated service delivery for children and youth with severe disabilities.

The grants provided by OSEP have been instrumental in supporting the work of project staff to assist local districts implement and adapt CEEM in their communities. The CEEM project staff engage in four interrelated and ongoing processes to assist districts. In addition to formative and summative evaluation and dissemination activities, the model includes LEA preparation and training, and a building-based application process. Activities that characterize the LEA Preparation and Training stage include an orientation to the CEEM model followed by several in-service training activities. The purpose of the training is to provide parents, staff, and community members with information on the model components and relevant implementation issues.

The Building-Based Application Process constitutes the primary implementation stage of the model. After a model site is chosen, the CEEM Checklist is used to assess the baseline or entry level status of each component at the site. This Checklist is used subsequently to assess the progress of implementation over time. Based upon the information from the initial assessment, an action plan is developed to establish priority areas in need of change, delineate activities to address those needs, and assign persons/timelines to accomplish the activities. The initial priorities and characteristics of the implementation sites determine which components of CEEM are implemented and in what order. One of the primary vehicles for facilitating the building-based application process at the implementation sites has been the development of building-level teams consisting of special and regular educators, related services personnel, parents, principals, assistant principals, and other building personnel. This group has been a primary vehicle for problem-solving, interdisciplinary communication, and in-service training during the process of systems change. The team is convened to address issues that arise as the education of students with severe disabilities becomes a shared responsibility among regular and special educators. Some examples of tasks undertaken by building-level teams include clarifying personnel roles and responsibilities, and developing and implementing a common mission statement.

Following the use of the Checklist and the development of an action plan, the third step in the implementation phase is for project staff to deliver ongoing, individualized technical assistance to school personnel and families, and facilitate communication among key participants. As administrative units have expanded the model to additional buildings within their district, project staff also have expanded the delivery of technical assistance to these sites.

Among the outcomes associated with the systems change grants in Colorado has been the dramatic increase in the number of students with severe disabilities receiving their education and related services in regular school environments. In 1980, 25 percent of students with severe and profound disabilities in Colorado's schools were provided services in integrated environments. As of 1988, 90 percent of students similarly identified were served in regular education buildings and classrooms. Moreover, the recent State educational reform initiative in Colorado is addressing the full inclusion of students with severe disabilities within its plans. This effort is likely to be enhanced as a result of the creation in 1986 of a new personnel endorsement and development of training programs for integration facilitators who will work in schools and communities serving children and youth with severe disabilities. CEEM implementation sites also serve as internship sites for prospective regular and special education teachers and administrators, adding further to developing a statewide capacity to implement integrated services for students with severe disabilities.

At the local level, the effects of the systems change grants have been seen in increased involvement of families in the education of children with severe disabilities, as well as in the establishment of new working relationships among parents, school administrators, teachers in regular and special education, and other school personnel. In the community, implementation of the CEEM model, according to the SEA, has helped to expand opportunities for employment of persons with severe disabilities by improving employer understanding of the capabilities of this population. Integrated community recreational opportunities, such as YMCA programs, scouting and park programs have also increased for children and youth in and around CEEM implementation sites.

Technical Assistance

The Office of Special Education Programs (OSEP) sponsors technical assistance to help States meet the requirements of Part B of IDEA and to improve the quality of special education services. Such technical assistance is available through many different agencies and organizations, and may be categorized into three general types:

- *national technical assistance* centers with a specific content or population focus;
- *regional technical assistance* centers with a focus across content areas or populations, provided at the regional level; and
- *target technical assistance* centers which support other federally-funded projects.

This section describes the Regional Resource and Federal Center (RRFC) network, the largest and oldest of the regional technical assistance programs, and features selected activities and results of its assistance to States. This network contributes to State efforts to improve programs for children with disabilities by supporting knowledge production, the transfer of knowledge into practice, and the development of State capacity to improve programs for children with disabilities. Examples are provided to illustrate the scope of RRFC services and the role of RRFC assistance in improving programs for children with disabilities.

The Regional Resource and Federal Center Program (RRFC), originally authorized by P.L. 90-247, serves all States and jurisdictions through a network of six regional resource centers (RRCs): the Northeast RRC; the MidSouth RRC; the South Atlantic RRC; the Great Lakes RRC; the Mountain Plains RRC; and the Western RRC. Each of the Centers serves between 7 and 14 States and territories. In 1988, OSEP also established a Federal Resource Center to assist RRCs to meet State needs in areas of national priority and to support Federal initiatives.

Four original regional centers were launched in 1969 as an experimental program which focused on the direct diagnosis of children, the development of program models, and training support for teachers. With the passage of P.L. 94-142 in 1975, the program's focus shifted to assisting States implement the new Federal law and its subsequent amendments. National progress in ensuring access and providing quality programs, accompanied by increased advocacy for improving educational outcomes, helped direct the program to its current emphasis on capacity building and systemic program improvement in States.

The primary client of RRC technical assistance is the SEA, and the mission of the RRCs is to assist each SEA to build its capacity to improve programs for children with disabilities. An operating assumption is that if State policies and programs are improved, better services to, and improved outcomes for children will result. State capacity refers to formal and informal systems and structures within a State that are required to promote effective special education programs. A priority of RRCs is to effect systems change in policies and practices regarding such elements as childfind systems, evaluation, due process procedures, comprehensive systems of personnel development, and dissemination systems.

The Centers tailor their services to the needs of individual States within their regions, sponsor multi-State activities, and collaborate with other RRCs to address needs identified across regions. The success of RRCs depends on access to up-to-date information on model programs and practices. Working within the national technical assistance network, each of the Centers maintains current information on the States it serves as well as state-of-the-art information on priority topics. Through its respective RRC, each State has timely access to a wide range of current information on research, policies, procedures and practices concerning the education of children and youth with disabilities.

The RRCs help SEAs improve special education and related services through the identification, development and replication of successful programs and practices. Technical assistance strategies include consultation, training, information dissemination, model development and replication, product development, and linking States with other resources. RRC assistance is designed to ensure a proper match between the presenting need and the chosen strategy, emphasizing client ownership of the problem and commitment to applying the solution.

Technical assistance is most effective when it is an integrated part of other State activities. RRC technical assistance to States must be sensitive to the contextual elements of a particular need. A contextual knowledge of each State, connection and collaboration with other projects and technical assistance providers, specialized knowledge of special education State policy and programs, and a sound working relationship with the State agency staff are all important to successful RRC technical assistance.

Over the past four years, State needs and RRC services have focused generally in three broad areas: (1) proper administration of policies and procedures identified by OSEP's monitoring, such as least restrictive environment and SEA monitoring practices; (2) national priorities, such as early childhood education, transition from school to work and adult life, and parent involvement in educational decision making; and (3) State-identified needs (needs which did not necessarily "fit" in the first two categories). Each of the six RRCs conducted needs assessment and planning cycles with the States in their regions to negotiate specific technical assistance designed to address those documented needs. Presented here are representative network activities in each of these areas and results of those efforts.

SEA Administration

A major emphasis in RRC activities is on assisting SEAs meet State responsibilities for the proper administration of policies and procedures under Part B of IDEA. In recent years, considerable assistance has been provided by the RRFC program in the areas of compliance monitoring and least restrictive environment.

Compliance Monitoring. Since it was established in 1988, the Federal Resource Center (FRC) has supported OSEP's efforts to achieve its goal of improving the Federal monitoring system. Activities have included the revision of monitoring standards and procedures employed by OSEP in order to increase the rigor, consistency and accuracy of its monitoring activities and findings.

The work of the FRC and OSEP to clarify and improve Federal monitoring procedures has contributed to the ability of RRCs to support SEAs in their efforts to develop and revise policy and procedures, and to implement quality indicators for programs and practices at the State and local levels. RRC staff have assisted several SEAs with Corrective Action Plans (CAPs), through guidelines development, policy and procedure revisions, and training local education agency personnel on program requirements and best practices for serving children with disabilities. In many instances, RRC assistance has been cited as a major factor in the successful implementation of CAPs.

RRC assistance to one SEA, for example, produced guidelines and new procedures for local district applications and compliance with Federal and State requirements. This document, approved by OSEP, was accepted as part of the State's CAP, and became the foundation for the development of similar guidelines in other States.

As a result of the Federal monitoring in another State, the SEA undertook the development of a long-range strategic plan, facilitated by its RRC. Participants in the planning process included school administrators, teachers, parent advocates, families, human services providers, university staff, and government officials. This plan has put the SEA in the national spotlight for its level of family involvement and accommodations of cultural diversity within the State.

Recognizing common needs across States and regions, the RRFC network has supported a multi-regional conference on monitoring which featured presentations and opportunities to share experiences among SEAs on their role in the general administration of Part B, and provide guidance for improving State systems of compliance monitoring and other administrative processes.

Least Restrictive Environment. RRC activities in this area concentrate on helping States to identify, adopt, or develop successful practices to educate children with disabilities in the least restrictive environment. This has been the most frequent avenue for dialogue and cooperative efforts among agencies and communities working to serve all students in the general education environment. Activities include consultation on State regulations and procedures related to student placement, development of recommendations regarding effective instructional models at the school district level, awareness training, and the development of demonstration models. Often RRCs have been asked to help the State special education division effectively link its efforts with the rest of general education to move toward full inclusion of students with disabilities within the public school setting.

Educational reform legislation in one State required that the entire system of education be redesigned, including the development of standards for school performance and program assessment systems for all children. The SEA requested assistance from the RRC to ensure the needs of students with disabilities would be addressed within each of the initiatives. The resulting statewide task force produced a set of guidelines, and efforts are currently underway to develop procedures that ensure that data on students with disabilities are included in reports of student assessment results.

In some instances, SEAs used RRCs to provide information and processes to help initiate changes in a State's service structure that would increase the capacity of schools to educate children with disabilities in regular schools and classes. Although the Department of Education in one State had developed several projects, there had been no statewide initiative for a comprehensive set of actions necessary to change the State's system. The RRC, using experience from a neighboring State, led the SEA staff in strategic planning activities that clarified values and built consensus on plans that explicitly stated their commitment to including students with disabilities. According to SEA staff, this policy has resulted in:

- increased dialogue among educators and advocacy groups;
- increased allocation of discretionary funds for model school site development;
- new federally-funded training focused on inclusion practices; and
- increased number of students formerly served in segregated facilities now being educated in regular public schools.

Modelling partnerships in the general education environment, RRCs collaborated to bring research and practice to bear on designing comprehensive systems and improving outcomes for students. SEA staff note that integration and inclusion of children with disabilities progress more rapidly with access to information, training, and networks facilitated by RRCs. In one State, a series of conferences and follow-up institutes convened jointly by the RRC and SEA focused directly on the partnership with regular education and the development of building-based outcomes that would facilitate inclusion of students with disabilities within the overall program of the school.

RRC staff have worked with SEAs and local districts to install pilot projects to implement a variety of strategies, including curriculum-based assessment, in-building support teams, and effectiveness indicators for improved student outcomes. Many of these projects were expanded or replicated, after RRC assistance had been completed, through SEA leadership to school districts. For example, one RRC assisted a State Department of Education to develop and implement a school-based consultation model, and trained an initial cadre of 34 school-based teams; at the conclusion of two years, these teams had trained a total of 132 additional teams, enabling more students with disabilities to receive appropriate educational services in the regular classroom.

Following RRC consultation with another SEA on effective ways to integrate special education in the State's reform movement, a pilot project was installed in a local school district to demonstrate methods for assessing, teaching and monitoring all students in the regular classroom. Now operating district-wide, this pilot has been presented at several professional conferences, and is the subject of a videotape being marketed through the State's diffusion network for implementation in other communities.

National Priorities

In addition to assisting States to improve SEA administration and to address State specific priorities in the delivery of services to children with disabilities, the RRFC program also provides technical assistance in current and emerging areas of national concern. Among the areas of focus in recent years have been early childhood education, improving services for special populations of children with disabilities and increasing the involvement of parents in the educational programs of their children.

Early Childhood Education. With the passage of P.L. 99-457 in 1986, State needs escalated in all aspects of planning, regulating and operating well-articulated, comprehensive service delivery systems for young children with disabilities. RRC services ranged from policy development through system design to service delivery. In the early stages, RRC staff who were trained in early childhood and knowledgeable about a State and its context enabled the SEA to move more quickly in devising its strategies for serving children under 5 years of age. In one State, for example, RRC leadership was provided to the State Advisory Council on Early Childhood, mandated by the State's Department of Education. An RRC staff member chaired the Council for the first year, and led development of a comprehensive planning structure that will allow the State to maintain and expand the system after RRC services are no longer needed.

The National Early Childhood Technical Assistance System (NEC*TAS), funded by OSEP, is charged with the primary responsibility of helping States implement the new requirements associated with the Part H and preschool programs. However, several joint efforts between RRCs and NEC*TAS were undertaken to facilitate more efficient system development in selected States. For example, the RRC and NEC*TAS jointly helped one SEA develop forms and processes to implement Part H requirements for individualized family service plans, write a parent information brochure, and provide training to SEA staff who had no prior early childhood experience. This intense and coordinated assistance is cited by the SEA as having been important to its efforts to implement a culturally appropriate early childhood system serving families and young children.

Transition from School. Successful transition from school to adult life is an important indicator of the effectiveness and impact of public education. RRCs draw upon research and established model practices to carry out such activities as awareness conferences, training activities, consultation, and model and product development to promote the establishment and use of appropriate transition strategies.

The National Institute on Disability and Rehabilitation Research and one RRC have co-sponsored a conference and summer leadership institute for working teams of over 100 participants from eight States to develop plans of action for student transition from school. As a result:

- an SEA and the State's child advocacy organization worked together to allocate competitive funds for schools and communities willing to explore and implement a "zero reject" policy and practices for students in transition; and
- a State conducted interagency and organizational activities to improve transition, including the design of a referral system for the Governor's Initiative in Supported Employment, and streamlined processes for the referral of secondary age students with disabilities to services provided by three other State agencies.

Parent Involvement. P.L. 98-199 established a national program of parent-run training and information projects, accompanied by a technical assistance program to support these projects. What are now known as Parent Training and Information (PTI) Centers fulfill the congressional intent to provide training and information to parents of children with disabilities and volunteers who work with parents to enable such individuals to participate more effectively with professionals in meeting the educational needs of handicapped children. The Technical Assistance for Parent Programs (TAPP) Project in turn provides a national system of peer support, linking experienced projects with new centers to learn from each other and, together, from other experts.[8]

Both the TAPP and RRCs, in keeping with their respective responsibilities, have modeled effective parent-professional partnerships, and trained parents and State agency personnel on strategies to achieve them. In collaboration, they have supported State and local level efforts in establishing and empowering parent groups, conducting training, developing products, and facilitating networks of parents, and of parents and educators.

In recent years, ensuring access to information, training, and networking for parents, particularly those who have been traditionally underrepresented due to cultural or linguistic differences, has commanded increasing attention by both the TAPP and the RRFC Network. In 1986, a conference entitled *Reaching Out* began the dialogue within one region based on that RRC's involvement with parent groups and interest in attending to the question. Subsequently, the RRC and TAPP collaborated on a similar effort for a broader audience, and then TAPP continued providing leadership in this area through its technical assistance network. The most recent event resulting from this shared vision and commitment was the *Santa Fe Summit: A Working Meeting on Educational Partnerships in Culturally Diverse Communities*, jointly sponsored by TAPP and the RRFC Network in the spring of 1991. Attended by teams of parents and educators selected from States in each of the RRC regions, this afforded a national opportunity to showcase State efforts and successes, illustrate the diversity of cultures, environments and conditions affecting parent involvement, and share expertise and experience in ensuring effective programs and services to children with disabilities. Results of the conference include:

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[8] *Coalition Quarterly*, a publication of the Technical Assistance for Parent Programs Network, Winter 1987-88, Vol. 5, No.4.

- successful application for PTI funds to support a staff position for parent coordinator in an SEA, which is now filled by a local parent leader; and
- successful application from a PTI and State university to study strategies for improving family involvement in an area where several different cultures are represented.

State Priorities

In addition to Federal priorities, SEAs request assistance from RRCs to address priority needs in their States. Based on need and availability of other resources, assistance is highly individualized to a State, and often represents opportunities to help an SEA exercise leadership in improving special education services. The specific instances featured here represent activities of high priority to States in recent years.

Comprehensive Systems of Personnel Development (CSPD). The need for an effective State system of personnel development has received increasing attention in recent years as issues of teacher availability and quality confront State and local educational agencies. This is yet another area in which the issues span education programs and where successful solutions must be the joint focus and effort of special and regular educators. In response to State needs, OSEP has provided support through its funding of a technical assistance center focused on improving CSPD in the States. Through the RRFC Network, additional assistance for developing guidelines and in identifying effective approaches for personnel recruitment and retention has been provided to SEAs.

Special Populations. Continuing changes in demographics are reflected in many of the requests for RRC assistance to States. RRC access to national databases and the network's own linkages enable rapid location and retrieval of information to address emerging needs, research and practices generally unavailable to most SEAs in a timely and efficient manner. In recent years, RRC assistance has been provided in response to State needs to improve services to children with serious emotional disturbance and to improve State capacity to serve children with special health care needs.

RRCs collaborated with the Child and Adolescent Service System Program Technical Assistance Center to sponsor an interagency seminar in 1990 to improve service system planning for students with severe emotional and behavioral problems. Sixty-one special education, mental health, and social service agency personnel from 11 States and one territory heard experts present state-of-the-art information, participated in State team planning and had the opportunity to work with other agencies in their State to discuss how to effectively meet the needs of this population. Follow-up reports from participating States indicate work continues on program and policy development to improve services to children with emotional and behavioral disorders.

Major conferences and information packages have been developed by RRCs in conjunction with SEAs seeking appropriate strategies to serve students with special health care needs, traumatic brain injury, and children exposed to drugs. RRCs have assisted States in the development of guidelines for identifying and delivering services to these populations in the synthesizing of literature on effective practice, and in conducting workshops and other forums for exchanging information among educators and others on meeting the needs of children with special health care needs.

Due Process Hearing Officer Training. When SEAs identify needs common across States, RRCs collaborate to provide technical assistance that will optimize available personnel and fiscal resources. In recent years, such assistance has been facilitated by the use of advances in computer and telecommunications technologies, for example, through the application of distance learning techniques that permit the participation of people at multiple sites in geographically diverse locations. Recent RRC activities to assist States in the training of due process hearing officers illustrate the role of technological advances in meeting State personnel training needs.

In response to the needs of SEAs in 10 States located in five of the six RRC regions, the RRCs collaborated to design and conduct training for due process hearing officers using satellite teleconferencing to deliver the training program. A 12-hour training program was developed by the RRCs in collaboration with the National Judicial College, incorporating specific instructional objectives and learning outcomes, and procedures for evaluating the effectiveness of the instructional program. Using the Westar IV satellite, training was delivered to 120 hearing officers at 10 sites around the country. Video and audio linkages enabled trainers and hearing officers to interact during the training program.

Assessment results from this training program demonstrated that appropriate instruction coupled with the use of satellite technology proved to be an effective means of delivering cost-effective, high quality training to people at diverse locations. To further the potential impact of the investment made in this training program, video tapes of the training were produced and have been provided on request to SEAs that were not involved in the original teleconference training. They are now being used in State training workshops for due process hearing officers.

Summary

Among the strategies OSEP uses to help States improve systems of services for children and youth with disabilities are systems change grants and support for technical assistance that States can access as they work to improve their systems of services. Systems change grants support State efforts to make fundamental and broad ranging changes designed to impact service delivery. Both California and Colorado have used these grants to improve services to students with disabilities in integrated settings. States are assisted by the Regional Resource and Federal Center program to increase their capacity to improve programs for students with disabilities. Services have concentrated on proper administration of policies and procedures identified by OSEP's monitoring, national priorities, and State-identified needs.

APPENDIX A

DATA TABLES

TABLE AA1

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY AGE GROUP

DURING THE 1990-91 SCHOOL YEAR

STATE	AGE GROUP BIRTH THROUGH 21	BIRTH THROUGH 2	3-5	6-11	12-17	6-17	18-21
ALABAMA	94,945	344	7,154	43,415	38,446	81,861	5,586
ALASKA	14,745	355	1,458	7,495	4,830	12,325	607
ARIZONA	57,235	606	4,330	28,083	21,457	49,540	2,759
ARKANSAS	47,835	648	4,626	19,904	20,521	40,425	2,136
CALIFORNIA	469,282	862	39,627	238,152	171,802	409,954	18,839
COLORADO	57,198	766	4,138	27,081	22,696	49,777	2,517
CONNECTICUT	64,562	676	5,466	28,329	26,520	54,849	3,571
DELAWARE	14,294	86	1,493	6,797	5,125	11,922	793
DISTRICT OF COLUMBIA	6,290	0	411	2,633	2,708	5,341	538
FLORIDA	236,674	1,504	15,077	125,561	85,714	211,275	8,818
GEORGIA	101,997	235	7,098	52,579	37,953	90,532	4,132
HAWAII	13,169	464	809	6,011	5,529	11,540	356
IDAHO	22,017	314	2,815	11,373	6,831	18,204	684
ILLINOIS	248,045	3,200	27,037	116,369	89,844	206,213	11,595
INDIANA	114,643	1,694	7,243	60,784	39,832	100,616	5,090
IOWA	60,695	908	5,421	27,179	24,231	51,410	2,956
KANSAS	45,212	427	3,881	22,924	16,187	39,111	1,793
KENTUCKY	79,444	568	10,447	37,826	27,171	64,997	3,432
LOUISIANA	73,663	838	6,703	33,484	28,248	61,732	4,390
MAINE	27,987	0	2,895	12,956	10,887	23,843	1,249
MARYLAND	91,940	3,246	7,212	43,151	34,246	77,397	4,085
MASSACHUSETTS	154,616	4,873	12,141	68,140	61,602	129,742	7,860
MICHIGAN	166,846	258	14,552	76,806	65,656	142,462	9,574
MINNESOTA	80,896	1,883	8,646	35,825	31,506	67,331	3,036
MISSISSIPPI	61,031	62	5,635	28,704	23,678	52,382	2,952
MISSOURI	101,955	789	4,100	50,515	41,721	92,236	4,830
MONTANA	17,204	183	1,751	8,735	5,827	14,562	708
NEBRASKA	32,761	449	2,512	17,099	11,306	28,405	1,395
NEVADA	18,440	341	1,401	9,479	6,609	16,088	610
NEW HAMPSHIRE	19,658	609	1,468	8,283	8,346	16,629	952
NEW JERSEY	181,319	2,449	14,741	89,398	66,504	155,902	8,227
NEW MEXICO	36,037	37	2,210	17,448	14,865	32,313	1,477
NEW YORK	307,458	92	26,266	122,759	138,590	261,349	19,751
NORTH CAROLINA	123,126	184	10,516	63,135	44,406	107,541	4,885
NORTH DAKOTA	12,504	210	1,164	6,135	4,400	10,535	595
OHIO	205,440	0	12,487	103,446	78,231	181,677	11,276
OKLAHOMA	65,653	196	5,163	33,297	24,458	57,755	2,539
OREGON	55,149	727	2,854	28,003	21,125	49,128	2,440
PENNSYLVANIA	219,428	5,174	17,982	102,377	82,447	184,824	11,448
PUERTO RICO	35,129	0	3,345	11,808	16,492	28,300	3,484
RHODE ISLAND	21,076	430	1,682	9,639	8,314	17,953	1,011
SOUTH CAROLINA	77,765	398	7,948	39,628	26,630	66,258	3,161
SOUTH DAKOTA	14,987	261	2,105	7,477	4,497	11,974	647
TENNESSEE	104,898	45	7,487	51,601	40,562	92,163	5,203
TEXAS	350,636	6,107	24,848	165,821	135,197	301,018	18,663
UTAH	47,747	1,141	3,424	26,008	15,947	41,955	1,227
VERMONT	12,263	103	1,097	5,968	4,555	10,523	540
VIRGINIA	113,971	1,899	9,892	54,604	42,178	96,782	5,398
WASHINGTON	85,395	1,850	9,558	41,611	28,732	70,343	3,644
WEST VIRGINIA	43,135	707	2,923	19,166	17,826	36,992	2,513
WISCONSIN	86,930	1,279	10,934	37,253	33,116	70,369	4,348
WYOMING	11,202	350	1,221	5,346	3,809	9,155	476
AMERICAN SAMOA	363	0	48	210	98	308	7
GUAM	1,750	0	198	608	763	1,371	181
NORTHERN MARIANAS	411	0	211	99	85	184	16
PALAU	122	.	13	65	40	105	4
VIRGIN ISLANDS	1,333	0	90	456	676	1,132	111
BUR. OF INDIAN AFFAIRS	6,997	.	1,092	3,023	2,516	5,539	366
U.S. AND INSULAR AREAS	4,817,503	50,827	399,046	2,302,061	1,834,088	4,136,149	231,481
50 STATES, D.C. & P.R.	4,806,527	50,827	397,394	2,297,600	1,829,910	4,127,510	230,796

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
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TABLE AA2

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B

DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	93,253	1,692	94,945
ALASKA	11,418	3,327	14,745
ARIZONA	55,358	1,877	57,235
ARKANSAS	44,337	3,498	47,835
CALIFORNIA	465,177	4,105	469,282
COLORADO	52,249	4,949	57,198
CONNECTICUT	60,354	4,208	64,562
DELAWARE	11,222	3,072	14,294
DISTRICT OF COLUMBIA	2,421	3,869	6,290
FLORIDA	228,330	8,344	236,674
GEORGIA	99,173	2,824	101,997
HAWAII	12,303	866	13,169
IDAHO	21,103	914	22,017
ILLINOIS	203,504	44,541	248,045
INDIANA	104,908	9,735	114,643
IOWA	59,203	1,492	60,695
KANSAS	42,453	2,759	45,212
KENTUCKY	76,202	3,242	79,444
LOUISIANA	69,729	3,934	73,663
MAINE	26,872	1,115	27,987
MARYLAND	86,946	4,994	91,940
MASSACHUSETTS	136,099	18,517	154,616
MICHIGAN	158,863	7,983	166,846
MINNESOTA	78,621	2,275	80,896
MISSISSIPPI	60,166	865	61,031
MISSOURI	98,905	3,050	101,955
MONTANA	16,773	431	17,204
NEBRASKA	32,063	698	32,761
NEVADA	18,058	382	18,440
NEW HAMPSHIRE	17,860	1,798	19,658
NEW JERSEY	175,111	6,208	181,319
NEW MEXICO	35,748	289	36,037
NEW YORK	290,304	17,154	307,458
NORTH CAROLINA	120,958	2,168	123,126
NORTH DAKOTA	11,735	769	12,504
OHIO	196,845	8,595	205,440
OKLAHOMA	64,687	966	65,653
OREGON	46,210	8,939	55,149
PENNSYLVANIA	195,607	23,821	219,428
PUERTO RICO	35,129	0	35,129
RHODE ISLAND	20,136	940	21,076
SOUTH CAROLINA	76,730	1,035	77,765
SOUTH DAKOTA	14,297	690	14,987
TENNESSEE	103,757	1,141	104,898
TEXAS	335,695	14,941	350,636
UTAH	45,271	2,476	47,747
VERMONT	10,119	2,144	12,263
VIRGINIA	110,734	3,237	113,971
WASHINGTON	80,771	4,624	85,395
WEST VIRGINIA	41,507	1,628	43,135
WISCONSIN	83,328	3,602	86,930
WYOMING	10,749	453	11,202
AMERICAN SAMOA	320	43	363
GUAM	1,500	250	1,750
NORTHERN MARIANAS	344	67	411
PALAU	122	.	122
VIRGIN ISLANDS	1,232	101	1,333
BUR. OF INDIAN AFFAIRS	6,997	.	6,997
U.S. AND INSULAR AREAS	4,559,866	257,637	4,817,503
50 STATES, D.C. & P.R.	4,549,351	257,176	4,806,527

THE FIGURES REPRESENT CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(CBC9NX1A)
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TABLE AA3

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B

DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	86,319	1,128	87,447
ALASKA	10,285	2,647	12,932
ARIZONA	51,441	858	52,299
ARKANSAS	40,511	2,050	42,561
CALIFORNIA	425,711	3,082	428,793
COLORADO	49,139	3,155	52,294
CONNECTICUT	55,169	3,251	58,420
DELAWARE	9,729	2,986	12,715
DISTRICT OF COLUMBIA	2,209	3,670	5,879
FLORIDA	214,809	5,284	220,093
GEORGIA	92,659	2,005	94,664
HAWAII	11,521	375	11,896
IDAHO	18,608	280	18,888
ILLINOIS	179,494	38,314	217,808
INDIANA	100,046	5,660	105,706
IOWA	53,798	568	54,366
KANSAS	39,059	1,845	40,904
KENTUCKY	66,392	2,037	68,429
LOUISIANA	63,377	2,745	66,122
MAINE	24,011	1,081	25,092
MARYLAND	79,812	1,670	81,482
MASSACHUSETTS	126,442	11,160	137,602
MICHIGAN	144,942	7,094	152,036
MINNESOTA	69,984	383	70,367
MISSISSIPPI	54,667	667	55,334
MISSOURI	94,970	2,096	97,066
MONTANA	15,062	208	15,270
NEBRASKA	29,565	235	29,800
NEVADA	16,666	32	16,698
NEW HAMPSHIRE	16,631	950	17,581
NEW JERSEY	160,721	3,408	164,129
NEW MEXICO	33,563	227	33,790
NEW YORK	264,291	16,809	281,100
NORTH CAROLINA	110,476	1,950	112,426
NORTH DAKOTA	10,765	365	11,130
OHIO	187,085	5,868	192,953
OKLAHOMA	59,553	741	60,294
OREGON	45,087	6,481	51,568
PENNSYLVANIA	181,175	15,097	196,272
PUERTO RICO	31,784	0	31,784
RHODE ISLAND	18,512	452	18,964
SOUTH CAROLINA	68,789	630	69,419
SOUTH DAKOTA	12,221	400	12,621
TENNESSEE	96,357	1,009	97,366
TEXAS	312,798	6,883	319,681
UTAH	42,112	1,070	43,182
VERMONT	9,584	1,479	11,063
VIRGINIA	100,923	1,257	102,180
WASHINGTON	71,937	2,050	73,987
WEST VIRGINIA	38,974	531	39,505
WISCONSIN	73,003	1,714	74,717
WYOMING	9,530	101	9,631
AMERICAN SAMOA	272	43	315
GUAM	1,313	239	1,552
NORTHERN MARIANAS	133	67	200
PALAU	109	.	109
VIRGIN ISLANDS	1,177	66	1,243
BUR. OF INDIAN AFFAIRS	5,905	.	5,905
U.S. AND INSULAR AREAS	4,191,177	176,453	4,367,630
50 STATES, D.C. & P.R.	4,182,268	176,038	4,358,306

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(CBC9NX1A)
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TABLE AA4

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B
BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	87,447	33,165	19,682	25,318	5,584	980	1,019	449
ALASKA	12,932	8,151	2,909	416	594	128	442	78
ARIZONA	52,299	30,340	10,580	4,801	3,105	1,023	1,485	550
ARKANSAS	42,561	23,478	6,792	10,204	256	509	611	163
CALIFORNIA	428,793	260,866	96,332	24,765	12,808	7,063	5,550	7,162
COLORADO	52,294	26,780	8,161	2,930	8,879	771	3,637	800
CONNECTICUT	58,420	31,501	9,235	3,587	11,176	682	1,122	271
DELAWARE	12,715	7,300	1,969	1,317	1,401	191	37	255
DISTRICT OF COLUMBIA	5,879	3,061	612	922	811	26	245	67
FLORIDA	220,093	96,703	64,111	26,707	25,415	1,478	0	2,620
GEORGIA	94,664	29,375	20,784	22,762	18,835	1,194	0	678
HAWAII	11,896	6,766	2,125	1,167	931	262	190	179
IDAHO	18,888	11,280	3,435	2,716	390	334	145	184
ILLINOIS	217,808	104,650	54,411	24,210	26,305	2,836	0	2,795
INDIANA	105,706	42,711	35,093	19,166	5,326	1,176	768	680
IOWA	54,366	25,107	9,079	10,358	7,246	798	578	957
KANSAS	40,904	15,063	10,690	3,711	4,171	408	6,040	352
KENTUCKY	68,429	23,189	21,027	18,017	3,155	806	1,078	403
LOUISIANA	66,122	27,969	17,778	10,726	4,268	1,215	843	1,082
MAINE	25,092	11,371	5,728	2,027	4,114	281	1,022	175
MARYLAND	81,482	42,133	22,683	5,281	4,752	1,164	3,327	553
MASSACHUSETTS	137,602	50,657	29,150	29,855	19,478	1,740	2,936	1,170
MICHIGAN	152,036	72,049	32,958	18,427	18,680	2,462	1,846	3,913
MINNESOTA	70,367	31,842	12,826	9,735	12,261	1,390	0	1,175
MISSISSIPPI	55,334	27,915	17,710	7,529	233	511	320	899
MISSOURI	97,066	47,812	24,196	13,522	8,523	949	542	732
MONTANA	15,270	8,555	3,824	1,067	778	226	396	76
NEBRASKA	29,800	13,510	7,744	4,147	2,401	493	419	346
NEVADA	16,698	10,057	3,554	1,190	960	159	260	275
NEW HAMPSHIRE	17,581	10,551	3,176	882	1,815	235	246	137
NEW JERSEY	164,129	85,676	48,550	5,351	14,286	1,273	7,377	576
NEW MEXICO	33,790	16,599	10,020	1,914	3,299	396	684	554
NEW YORK	281,100	169,313	26,324	19,811	43,315	4,090	10,637	2,148
NORTH CAROLINA	112,426	51,563	24,006	20,056	9,622	1,868	1,271	926
NORTH DAKOTA	11,130	5,434	3,511	1,342	441	155	0	104
OHIO	192,953	75,579	50,010	41,862	8,842	2,183	9,758	3,807
OKLAHOMA	60,294	30,071	14,591	11,185	1,691	624	1,324	283
OREGON	51,568	27,957	13,057	3,747	3,328	1,128	0	851
PENNSYLVANIA	196,272	84,301	54,314	32,741	18,787	3,220	119	1,375
PUERTO RICO	31,784	9,944	1,325	15,598	834	905	1,258	488
RHODE ISLAND	18,964	12,316	3,344	1,055	1,534	154	98	143
SOUTH CAROLINA	69,419	28,892	18,326	14,131	5,456	996	311	763
SOUTH DAKOTA	12,621	5,891	3,843	1,411	458	258	422	174
TENNESSEE	97,366	52,217	23,560	12,553	2,619	1,216	1,478	972
TEXAS	319,681	184,651	60,547	23,571	26,870	4,551	3,257	3,969
UTAH	43,182	21,671	7,334	3,145	8,233	540	1,305	221
VERMONT	11,063	5,367	2,720	1,462	887	183	127	103
VIRGINIA	102,180	52,916	23,231	12,509	8,528	1,226	1,524	702
WASHINGTON	73,987	37,090	14,006	7,454	4,677	1,872	2,418	1,059
WEST VIRGINIA	39,505	18,221	10,394	7,768	2,118	376	0	291
WISCONSIN	74,717	24,662	14,455	4,499	11,078	270	18,748	474
WYOMING	9,631	5,329	2,445	608	607	145	46	158
AMERICAN SAMOA	315	0	105	179	1	14	10	1
GUAM	1,552	1,010	161	197	27	29	62	26
NORTHERN MARIANAS	200	78	22	30	4	27	22	12
PALAU	109	50	8	10	0	10	3	2
VIRGIN ISLANDS	1,243	297	219	602	34	22	46	5
BUR. OF INDIAN AFFAIRS	5,905	3,375	1,404	405	332	91	216	30
U.S. AND INSULAR AREAS	4,367,630	2,144,377	990,186	552,658	392,559	59,312	97,625	49,393
50 STATES, D.C. & P.R.	4,358,306	2,139,567	988,267	551,235	392,161	59,119	97,266	49,317

DATA AS OF OCTOBER 1, 1991.

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TABLE AA4

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	796	439	15
ALASKA	161	34	19
ARIZONA	64	351	0
ARKANSAS	363	182	3
CALIFORNIA	11,352	2,768	127
COLORADO	0	261	75
CONNECTICUT	380	441	25
DELAWARE	147	69	29
DISTRICT OF COLUMBIA	78	46	11
FLORIDA	2,126	861	72
GEORGIA	547	468	21
HAWAII	215	59	2
IDAHO	300	101	3
ILLINOIS	1,514	1,042	45
INDIANA	196	534	56
IOWA	1	203	39
KANSAS	290	174	5
KENTUCKY	282	463	9
LOUISIANA	1,810	418	13
MAINE	273	95	6
MARYLAND	1,035	501	53
MASSACHUSETTS	1,677	872	67
MICHIGAN	942	759	0
MINNESOTA	777	345	16
MISSISSIPPI	0	203	14
MISSOURI	366	355	69
MONTANA	196	142	10
NEBRASKA	542	196	2
NEVADA	161	81	1
NEW HAMPSHIRE	439	95	5
NEW JERSEY	469	442	129
NEW MEXICO	157	150	17
NEW YORK	4,023	1,310	129
NORTH CAROLINA	2,423	646	45
NORTH DAKOTA	76	61	6
OHIO	0	909	3
OKLAHOMA	205	284	36
OREGON	1,145	341	14
PENNSYLVANIA	1	1,410	4
PUERTO RICO	811	563	58
RHODE ISLAND	229	83	8
SOUTH CAROLINA	144	396	4
SOUTH DAKOTA	85	61	18
TENNESSEE	1,855	875	21
TEXAS	10,415	1,790	60
UTAH	447	221	65
VERMONT	171	39	4
VIRGINIA	842	695	7
WASHINGTON	5,084	303	24
WEST VIRGINIA	96	220	21
WISCONSIN	303	225	3
WYOMING	238	51	4
AMERICAN SAMOA	0	2	3
GUAM	19	16	5
NORTHERN MARIANAS	3	2	0
PALAU	2	3	21
VIRGIN ISLANDS	9	9	0
BUR. OF INDIAN AFFAIRS	30	21	1
U.S. AND INSULAR AREAS	56,312	23,686	1,522
50 STATES, D.C. & P.R.	56,249	23,633	1,492

DATA AS OF OCTOBER 1, 1991.

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TABLE AA5

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY AGE GROUP

DURING THE 1990-91 SCHOOL YEAR

	AGE GROUP						
STATE	BIRTH THROUGH 21	BIRTH THROUGH 2	3-5	6-11	12-17	6-17	18-21
ALABAMA	1,692	344	220	199	769	968	160
ALASKA	3,327	355	325	1,564	982	2,546	101
ARIZONA	1,877	606	413	393	383	776	82
ARKANSAS	3,498	648	800	1,015	811	1,826	224
CALIFORNIA	4,105	862	161	481	1,400	1,881	1,201
COLORADO	4,949	766	1,028	1,616	1,168	2,784	371
CONNECTICUT	4,208	676	281	605	2,025	2,630	621
DELAWARE	3,072	86	0	1,119	1,466	2,585	401
DISTRICT OF COLUMBIA	3,869	0	199	1,726	1,602	3,328	342
FLORIDA	8,344	1,504	1,556	2,438	2,133	4,571	713
GEORGIA	2,824	235	584	817	850	1,667	338
HAWAII	866	464	27	92	211	303	72
IDAHO	914	314	320	110	139	249	31
ILLINOIS	44,541	3,200	3,027	15,186	18,861	34,047	4,267
INDIANA	9,735	1,694	2,381	2,508	1,880	4,388	1,272
IOWA	1,492	908	16	112	386	498	70
KANSAS	2,759	427	487	853	830	1,683	162
KENTUCKY	3,242	568	637	870	902	1,772	265
LOUISIANA	3,934	838	351	926	1,212	2,138	607
MAINE	1,115	0	34	274	653	927	154
MARYLAND	4,994	3,246	78	269	835	1,104	566
MASSACHUSETTS	18,517	4,873	2,484	4,219	5,072	9,291	1,869
MICHIGAN	7,983	258	631	2,161	3,347	5,508	1,586
MINNESOTA	2,275	1,883	9	75	259	334	49
MISSISSIPPI	865	62	136	262	251	513	154
MISSOURI	3,050	789	165	721	871	1,592	504
MONTANA	431	183	40	81	104	185	23
NEBRASKA	698	449	14	41	155	196	39
NEVADA	382	341	9	0	28	28	4
NEW HAMPSHIRE	1,798	609	239	331	469	800	150
NEW JERSEY	6,208	2,449	351	960	1,521	2,481	927
NEW MEXICO	289	37	25	76	107	183	44
NEW YORK	17,154	92	253	9,517	5,748	15,265	1,544
NORTH CAROLINA	2,168	184	34	450	1,019	1,469	481
NORTH DAKOTA	769	210	194	283	63	346	19
OHIO	8,595	0	2,727	1,910	2,157	4,067	1,801
OKLAHOMA	966	196	29	139	383	522	219
OREGON	8,939	727	1,731	2,879	2,827	5,706	775
PENNSYLVANIA	23,821	5,174	3,550	7,463	5,877	13,340	1,757
PUERTO RICO	0	0	0	0	0	0	0
RHODE ISLAND	940	430	58	122	248	370	82
SOUTH CAROLINA	1,035	398	7	167	297	464	166
SOUTH DAKOTA	690	261	29	147	124	271	129
TENNESSEE	1,141	45	87	251	557	808	201
TEXAS	14,941	6,107	1,951	2,860	2,845	5,705	1,178
UTAH	2,476	1,141	265	593	388	981	89
VERMONT	2,144	103	562	739	567	1,306	173
VIRGINIA	3,237	1,899	81	481	550	1,031	226
WASHINGTON	4,624	1,850	724	997	738	1,735	315
WEST VIRGINIA	1,628	707	390	136	247	383	148
WISCONSIN	3,602	1,279	609	880	613	1,493	221
WYOMING	453	350	2	15	66	81	20
AMERICAN SAMOA	43	0	0	19	23	42	1
GUAM	250	0	11	91	117	208	31
NORTHERN MARIANAS	67	0	0	29	27	56	11
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	101	0	35	22	27	49	17
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	257,637	50,827	30,357	72,290	77,190	149,480	26,973
50 STATES, D.C. & P.R.	257,176	50,827	30,311	72,129	76,996	149,125	26,913

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
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TABLE AA6

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	199	4	0	7	63	76	13	0
ALASKA	1,564	784	567	48	29	14	78	12
ARIZONA	393	0	33	49	8	186	70	10
ARKANSAS	1,015	34	78	514	1	95	174	42
CALIFORNIA	481	40	0	126	70	226	0	0
COLORADO	1,616	153	163	308	100	62	684	98
CONNECTICUT	605	36	19	60	93	31	130	9
DELAWARE	1,119	402	1	297	135	49	7	115
DISTRICT OF COLUMBIA	1,726	813	132	284	244	14	138	35
FLORIDA	2,438	0	0	2,101	210	98	0	0
GEORGIA	817	26	44	319	189	160	0	22
HAWAII	92	4	2	17	13	13	20	20
IDAHO	110	4	0	32	1	35	6	2
ILLINOIS	15,186	3,782	752	4,160	4,202	819	0	899
INDIANA	2,508	158	207	1,397	88	192	179	140
IOWA	112	0	0	5	25	60	0	0
KANSAS	853	54	120	83	121	68	340	36
KENTUCKY	870	15	125	296	59	117	169	41
LOUISIANA	926	50	34	335	79	94	158	110
MAINE	274	9	10	45	111	23	63	6
MARYLAND	269	1	3	4	26	122	19	0
MASSACHUSETTS	4,219	1,565	947	885	582	49	85	33
MICHIGAN	2,161	5	7	1,032	372	43	525	21
MINNESOTA	75	0	0	1	4	49	0	0
MISSISSIPPI	262	4	71	41	0	64	30	19
MISSOURI	721	0	0	659	4	41	0	0
MONTANA	81	1	0	1	0	31	10	1
NEBRASKA	41	0	0	7	3	16	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	331	7	26	34	11	101	72	6
NEW JERSEY	960	38	3	372	31	74	172	40
NEW MEXICO	76	0	1	7	27	31	6	0
NEW YORK	9,517	1,604	2,824	1,191	772	759	1,393	512
NORTH CAROLINA	450	5	0	60	39	213	102	0
NORTH DAKOTA	283	11	42	137	3	25	0	37
OHIO	1,910	6	1	181	24	28	1,635	3
OKLAHOMA	139	0	1	3	22	52	30	4
OREGON	2,879	146	365	847	323	497	0	249
PENNSYLVANIA	7,463	1,464	1,488	2,497	1,007	421	34	386
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	122	30	6	38	15	2	15	4
SOUTH CAROLINA	167	0	0	36	0	47	61	0
SOUTH DAKOTA	147	0	0	0	61	27	23	24
TENNESSEE	251	4	3	47	63	70	17	0
TEXAS	2,860	108	64	473	22	1,570	233	133
UTAH	593	25	31	110	27	172	108	22
VERMONT	739	124	242	206	36	34	40	18
VIRGINIA	481	14	4	37	38	72	62	0
WASHINGTON	997	51	33	259	52	92	280	69
WEST VIRGINIA	136	1	1	54	1	32	0	11
WISCONSIN	880	34	96	56	30	5	605	28
WYOMING	15	0	0	0	1	7	7	0
AMERICAN SAMOA	19	0	0	11	1	0	3	1
GUAM	91	10	5	25	6	15	17	0
NORTHERN MARIANAS	29	4	3	4	0	3	13	1
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	22	0	0	10	1	0	11	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	72,290	11,630	8,554	19,808	9,445	7,196	7,837	3,219
50 STATES, D.C. & P.R.	72,129	11,616	8,546	19,758	9,437	7,178	7,793	3,217

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TABLE AA6

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	0	36	0
ALASKA	25	7	0
ARIZONA	1	36	0
ARKANSAS	33	42	2
CALIFORNIA	0	16	3
COLORADO	0	27	21
CONNECTICUT	2	218	7
DELAWARE	60	36	17
DISTRICT OF COLUMBIA	49	14	3
FLORIDA	0	29	0
GEORGIA	8	46	3
HAWAII	3	0	0
IDAHO	10	20	0
ILLINOIS	344	215	13
INDIANA	33	102	12
IOWA	0	15	7
KANSAS	14	15	2
KENTUCKY	8	39	1
LOUISIANA	40	20	6
MAINE	4	1	2
MARYLAND	1	75	18
MASSACHUSETTS	50	21	2
MICHIGAN	151	5	0
MINNESOTA	0	19	2
MISSISSIPPI	0	30	3
MISSOURI	0	17	0
MONTANA	1	34	2
NEBRASKA	8	7	0
NEVADA	0	0	0
NEW HAMPSHIRE	19	50	5
NEW JERSEY	1	161	68
NEW MEXICO	0	0	4
NEW YORK	319	135	8
NORTH CAROLINA	2	21	8
NORTH DAKOTA	10	17	1
OHIO	0	32	0
OKLAHOMA	0	25	2
OREGON	286	157	9
PENNSYLVANIA	0	166	0
PUERTO RICO	0	0	0
RHODE ISLAND	6	5	1
SOUTH CAROLINA	0	23	0
SOUTH DAKOTA	4	5	3
TENNESSEE	1	43	3
TEXAS	123	129	5
UTAH	21	66	11
VERMONT	31	7	1
VIRGINIA	10	243	1
WASHINGTON	142	16	3
WEST VIRGINIA	9	21	6
WISCONSIN	3	17	0
WYOMING	0	0	0
AMERICAN SAMOA	0	0	3
GUAM	0	11	2
NORTHERN MARIANAS	1	0	0
PALAU	.	.	.
VIRGIN ISLANDS	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	1,839	2,492	270
50 STATES, D.C. & P.R.	1,838	2,481	265

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TABLE AA7

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	769	53	0	89	397	132	27	0
ALASKA	982	720	82	45	51	15	43	3
ARIZONA	383	43	4	29	43	171	58	1
ARKANSAS	811	37	21	438	3	111	119	19
CALIFORNIA	1,400	252	42	321	220	502	0	0
COLORADO	1,168	116	11	278	301	53	339	29
CONNECTICUT	2,025	1,114	13	80	525	43	64	6
DELAWARE	1,466	512	0	312	404	54	26	81
DISTRICT OF COLUMBIA	1,602	637	18	394	431	3	71	13
FLORIDA	2,133	0	0	1,416	398	227	0	0
GEORGIA	850	21	5	298	281	167	0	8
HAWAII	211	27	1	40	49	16	32	30
IDAHO	139	10	0	27	13	61	14	0
ILLINOIS	18,861	3,693	176	4,180	9,121	735	0	554
INDIANA	1,880	143	56	1,063	124	209	126	48
IOWA	386	29	0	27	218	68	1	1
KANSAS	830	52	6	88	409	80	173	4
KENTUCKY	902	155	13	229	168	165	82	11
LOUISIANA	1,212	96	17	428	269	165	113	50
MAINE	653	36	2	81	414	20	93	3
MARYLAND	835	114	18	75	264	170	120	3
MASSACHUSETTS	5,072	1,880	1,140	1,064	700	59	101	39
MICHIGAN	3,347	47	0	1,354	1,206	108	426	15
MINNESOTA	259	19	1	20	84	108	0	0
MISSISSIPPI	251	2	15	69	0	81	25	23
MISSOURI	871	0	0	711	25	97	0	0
MONTANA	104	5	2	2	12	35	11	1
NEBRASKA	155	50	6	10	46	23	0	0
NEVADA	28	24	0	0	4	0	0	0
NEW HAMPSHIRE	469	74	18	93	91	71	62	9
NEW JERSEY	1,521	148	3	365	414	123	244	19
NEW MEXICO	107	0	0	9	34	48	11	0
NEW YORK	5,748	1,084	274	1,038	1,459	668	640	291
NORTH CAROLINA	1,019	67	16	212	289	232	139	4
NORTH DAKOTA	63	2	0	34	1	17	0	2
OHIO	2,157	0	0	309	46	68	1,671	0
OKLAHOMA	383	22	0	52	70	61	123	3
OREGON	2,827	342	33	927	654	463	0	145
PENNSYLVANIA	5,877	1,045	51	1,929	2,182	295	6	231
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	248	49	0	38	139	3	8	9
SOUTH CAROLINA	297	15	0	102	12	75	62	0
SOUTH DAKOTA	124	0	0	15	19	26	24	26
TENNESSEE	557	27	0	107	232	106	23	0
TEXAS	2,845	255	9	492	342	1,393	157	34
UTAH	388	10	4	66	46	116	98	10
VERMONT	567	77	35	268	102	31	25	15
VIRGINIA	550	22	0	41	69	104	49	0
WASHINGTON	738	11	2	224	67	104	213	34
WEST VIRGINIA	247	35	1	68	39	50	0	10
WISCONSIN	613	26	9	61	131	18	329	3
WYOMING	66	12	0	0	23	6	24	0
AMERICAN SAMOA	23	0	0	16	0	0	5	0
GUAM	117	11	1	35	17	13	31	2
NORTHERN MARIANAS	27	4	0	11	1	3	5	2
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	27	0	0	13	6	0	7	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	77,190	13,225	2,105	19,693	22,665	7,772	6,020	1,791
50 STATES, D.C. & P.R.	76,996	13,210	2,104	19,618	22,641	7,756	5,972	1,787

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TABLE AA7

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	0	64	7
ALASKA	5	1	17
ARIZONA	0	34	0
ARKANSAS	9	53	1
CALIFORNIA	0	52	11
COLORADO	0	18	23
CONNECTICUT	4	167	9
DELAWARE	47	22	8
DISTRICT OF COLUMBIA	20	10	5
FLORIDA	0	91	1
GEORGIA	0	58	12
HAWAII	9	5	2
IDAHO	2	12	0
ILLINOIS	191	194	17
INDIANA	16	84	11
IOWA	1	31	10
KANSAS	0	18	0
KENTUCKY	6	72	1
LOUISIANA	25	46	3
MAINE	1	2	1
MARYLAND	3	57	11
MASSACHUSETTS	61	24	4
MICHIGAN	160	31	0
MINNESOTA	0	24	3
MISSISSIPPI	0	34	2
MISSOURI	0	38	0
MONTANA	0	35	1
NEBRASKA	4	16	0
NEVADA	0	0	0
NEW HAMPSHIRE	19	32	0
NEW JERSEY	1	163	41
NEW MEXICO	0	0	5
NEW YORK	176	102	16
NORTH CAROLINA	10	38	12
NORTH DAKOTA	0	2	5
OHIO	0	63	0
OKLAHOMA	2	50	0
OREGON	128	132	3
PENNSYLVANIA	0	138	0
PUERTO RICO	0	0	0
RHODE ISLAND	0	1	1
SOUTH CAROLINA	0	31	0
SOUTH DAKOTA	4	7	3
TENNESSEE	3	54	5
TEXAS	54	91	18
UTAH	5	27	6
VERMONT	11	3	0
VIRGINIA	9	256	0
WASHINGTON	48	27	8
WEST VIRGINIA	4	34	6
WISCONSIN	8	28	0
WYOMING	1	0	0
AMERICAN SAMOA	0	2	0
GUAM	0	4	3
NORTHERN MARIANAS	1	0	0
PALAU	.	.	.
VIRGIN ISLANDS	1	0	0
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	1,049	2,578	292
50 STATES, D.C. & P.R.	1,047	2,572	289

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TABLE AA8

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	160	3	0	35	64	19	24	0
ALASKA	101	71	4	14	4	0	6	1
ARIZONA	82	2	1	5	0	34	28	0
ARKANSAS	224	4	1	165	1	17	15	5
CALIFORNIA	1,201	293	174	379	174	141	1	10
COLORADO	371	12	0	131	51	9	141	5
CONNECTICUT	621	203	2	68	265	12	29	0
DELAWARE	401	47	0	142	135	20	3	29
DISTRICT OF COLUMBIA	342	55	0	164	74	0	22	15
FLORIDA	713	0	0	564	69	61	0	0
GEORGIA	338	18	0	210	22	56	0	1
HAWAII	72	3	0	31	1	10	17	7
IDAHO	31	4	0	12	1	11	3	0
ILLINOIS	4,267	244	26	2,047	1,476	134	0	211
INDIANA	1,272	51	6	941	52	29	120	19
IOWA	70	0	0	32	5	6	7	1
KANSAS	162	1	0	31	24	32	65	2
KENTUCKY	265	6	2	149	19	34	27	3
LOUISIANA	607	20	1	404	32	52	48	19
MAINE	154	4	1	48	48	5	42	2
MARYLAND	566	135	5	141	75	28	129	2
MASSACHUSETTS	1,869	579	53	622	375	45	81	32
MICHIGAN	1,586	9	0	1,146	101	26	199	9
MINNESOTA	49	0	0	21	3	14	0	0
MISSISSIPPI	154	0	0	93	1	28	12	7
MISSOURI	504	0	0	459	0	30	0	0
MONTANA	23	2	0	6	1	4	3	0
NEBRASKA	39	2	0	15	9	10	0	0
NEVADA	4	3	0	0	1	0	0	0
NEW HAMPSHIRE	150	15	4	68	11	13	27	1
NEW JERSEY	927	78	10	338	227	34	200	9
NEW MEXICO	44	0	0	23	0	14	3	0
NEW YORK	1,544	149	7	422	286	282	189	63
NORTH CAROLINA	481	25	7	209	56	53	97	0
NORTH DAKOTA	19	0	0	15	0	3	0	0
OHIO	1,801	0	0	405	27	35	1,306	0
OKLAHOMA	219	1	0	91	2	12	99	3
OREGON	775	38	4	501	50	74	0	37
PENNSYLVANIA	1,757	235	6	850	402	116	1	87
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	82	6	0	18	47	5	1	1
SOUTH CAROLINA	166	8	0	104	1	23	26	0
SOUTH DAKOTA	129	2	0	75	8	7	24	4
TENNESSEE	201	2	0	95	15	55	12	0
TEXAS	1,178	40	2	548	34	331	131	18
UTAH	89	6	0	5	20	8	42	0
VERMONT	173	6	3	101	24	9	22	5
VIRGINIA	226	7	0	61	23	35	46	1
WASHINGTON	315	1	0	112	38	31	113	4
WEST VIRGINIA	148	17	0	81	5	13	0	6
WISCONSIN	221	22	1	67	27	2	99	0
WYOMING	20	1	0	1	1	2	15	0
AMERICAN SAMOA	1	0	0	1	0	0	0	0
GUAM	31	3	0	8	4	1	14	0
NORTHERN MARIANAS	11	1	0	5	0	2	1	1
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	17	1	0	1	8	0	6	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	26,973	2,435	320	12,280	4,399	2,027	3,496	620
50 STATES, D.C. & P.R.	26,913	2,430	320	12,265	4,387	2,024	3,475	619

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TABLE AA8

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	1	11	3
ALASKA	1	0	0
ARIZONA	0	12	0
ARKANSAS	1	15	0
CALIFORNIA	4	21	4
COLORADO	0	6	16
CONNECTICUT	2	38	2
DELAWARE	20	1	4
DISTRICT OF COLUMBIA	9	0	3
FLORIDA	0	19	0
GEORGIA	0	29	2
HAWAII	2	1	0
IDAHO	0	0	0
ILLINOIS	56	66	7
INDIANA	26	24	4
IOWA	0	16	3
KANSAS	1	6	0
KENTUCKY	0	25	0
LOUISIANA	16	13	2
MAINE	3	1	0
MARYLAND	2	38	11
MASSACHUSETTS	29	53	0
MICHIGAN	80	16	0
MINNESOTA	1	8	2
MISSISSIPPI	0	10	3
MISSOURI	0	15	0
MONTANA	0	6	1
NEBRASKA	0	3	0
NEVADA	0	0	0
NEW HAMPSHIRE	4	7	0
NEW JERSEY	1	10	20
NEW MEXICO	0	0	4
NEW YORK	48	60	38
NORTH CAROLINA	14	14	6
NORTH DAKOTA	1	0	0
OHIO	0	28	0
OKLAHOMA	0	10	1
OREGON	29	40	2
PENNSYLVANIA	0	60	0
PUERTO RICO	0	0	0
RHODE ISLAND	1	2	1
SOUTH CAROLINA	0	4	0
SOUTH DAKOTA	3	4	2
TENNESSEE	4	18	0
TEXAS	23	39	12
UTAH	0	3	5
VERMONT	2	1	0
VIRGINIA	4	48	1
WASHINGTON	7	7	2
WEST VIRGINIA	1	20	5
WISCONSIN	0	3	0
WYOMING	0	0	0
AMERICAN SAMOA	0	0	0
GUAM	0	1	0
NORTHERN MARIANAS	0	1	0
PALAU	.	.	.
VIRGIN ISLANDS	1	0	0
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	397	833	166
50 STATES, D.C. & P.R.	396	831	166

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TABLE AA9

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP)
BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	1,128	60	0	131	524	227	64	0
ALASKA	2,647	1,575	653	107	84	29	127	16
ARIZONA	858	45	38	83	51	391	156	11
ARKANSAS	2,050	75	100	1,117	5	223	308	66
CALIFORNIA	3,082	585	216	826	464	869	1	10
COLORADO	3,155	281	174	717	452	124	1,164	132
CONNECTICUT	3,251	1,353	34	208	883	86	223	15
DELAWARE	2,986	961	1	751	674	123	36	225
DISTRICT OF COLUMBIA	3,670	1,505	150	842	749	17	231	63
FLORIDA	5,284	0	0	4,081	677	386	0	0
GEORGIA	2,005	65	49	827	492	383	0	31
HAWAII	375	34	3	88	63	39	69	57
IDAHO	280	18	0	71	15	107	23	2
ILLINOIS	38,314	7,719	954	10,387	14,799	1,688	0	1,664
INDIANA	5,660	352	269	3,401	264	430	425	207
IOWA	568	29	0	64	248	134	8	2
KANSAS	1,845	107	126	202	554	180	578	42
KENTUCKY	2,037	176	140	674	246	316	278	55
LOUISIANA	2,745	166	52	1,167	380	311	319	179
MAINE	1,081	49	13	174	573	48	198	11
MARYLAND	1,670	250	26	220	365	320	268	5
MASSACHUSETTS	11,160	4,024	2,140	2,571	1,657	153	267	104
MICHIGAN	7,094	61	7	3,532	1,679	177	1,150	45
MINNESOTA	383	19	1	42	91	171	0	0
MISSISSIPPI	667	6	86	203	1	173	67	49
MISSOURI	2,096	0	0	1,829	29	168	0	0
MONTANA	208	8	2	9	13	70	24	2
NEBRASKA	235	52	6	32	58	49	0	0
NEVADA	32	27	0	0	5	0	0	0
NEW HAMPSHIRE	950	96	48	195	113	185	161	16
NEW JERSEY	3,408	264	16	1,075	672	231	616	68
NEW MEXICO	227	0	1	39	61	93	20	0
NEW YORK	16,809	2,837	3,105	2,651	2,517	1,709	2,222	866
NORTH CAROLINA	1,950	97	23	481	384	498	338	4
NORTH DAKOTA	365	13	42	186	4	45	0	39
OHIO	5,868	6	1	895	97	131	4,612	3
OKLAHOMA	741	23	1	146	94	125	252	10
OREGON	6,481	526	402	2,275	1,027	1,034	0	431
PENNSYLVANIA	15,097	2,744	1,545	5,276	3,591	832	41	704
PUERTO RICO	0	0	0	0	0	0	0	0
RHODE ISLAND	452	85	6	94	201	10	24	14
SOUTH CAROLINA	630	23	0	242	13	145	149	0
SOUTH DAKOTA	400	2	0	90	88	60	71	54
TENNESSEE	1,009	33	3	249	310	231	52	0
TEXAS	6,883	403	75	1,513	398	3,294	521	185
UTAH	1,070	41	35	181	93	296	248	32
VERMONT	1,479	207	280	575	162	74	87	38
VIRGINIA	1,257	43	4	139	130	211	157	1
WASHINGTON	2,050	63	35	595	157	227	606	107
WEST VIRGINIA	531	53	2	203	45	95	0	27
WISCONSIN	1,714	82	106	184	188	25	1,033	31
WYOMING	101	13	0	1	25	15	46	0
AMERICAN SAMOA	43	0	0	28	1	0	8	1
GUAM	239	24	6	68	27	29	62	2
NORTHERN MARIANAS	67	9	3	20	1	8	19	4
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	66	1	0	24	15	0	24	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	176,453	27,290	10,979	51,781	36,509	16,995	17,353	5,630
50 STATES, D.C. & P.R.	176,038	27,256	10,970	51,641	36,465	16,958	17,240	5,623

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TABLE AA9

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	1	111	10
ALASKA	31	8	17
ARIZONA	1	82	0
ARKANSAS	43	110	3
CALIFORNIA	4	89	18
COLORADO	0	51	60
CONNECTICUT	8	423	18
DELAWARE	127	59	29
DISTRICT OF COLUMBIA	78	24	11
FLORIDA	0	139	1
GEORGIA	8	133	17
HAWAII	14	6	2
IDAHO	12	32	0
ILLINOIS	591	475	37
INDIANA	75	210	27
IOWA	1	62	20
KANSAS	15	39	2
KENTUCKY	14	136	2
LOUISIANA	81	79	11
MAINE	8	4	3
MARYLAND	6	170	40
MASSACHUSETTS	140	98	6
MICHIGAN	391	52	0
MINNESOTA	1	51	7
MISSISSIPPI	0	74	8
MISSOURI	0	70	0
MONTANA	1	75	4
NEBRASKA	12	26	0
NEVADA	0	0	0
NEW HAMPSHIRE	42	89	5
NEW JERSEY	3	334	129
NEW MEXICO	0	0	13
NEW YORK	543	297	62
NORTH CAROLINA	26	73	26
NORTH DAKOTA	11	19	6
OHIO	0	123	0
OKLAHOMA	2	85	3
OREGON	443	329	14
PENNSYLVANIA	0	364	0
PUERTO RICO	0	0	0
RHODE ISLAND	7	8	3
SOUTH CAROLINA	0	58	0
SOUTH DAKOTA	11	16	8
TENNESSEE	8	115	8
TEXAS	200	259	35
UTAH	26	96	22
VERMONT	44	11	1
VIRGINIA	23	547	2
WASHINGTON	197	50	13
WEST VIRGINIA	14	75	17
WISCONSIN	17	48	0
WYOMING	1	0	0
AMERICAN SAMOA	0	2	3
GUAM	0	16	5
NORTHERN MARIANAS	2	1	0
PALAU	.	.	.
VIRGIN ISLANDS	2	0	0
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	3,285	5,903	728
50 STATES, D.C. & P.R.	3,281	5,884	720

DATA AS OF OCTOBER 1, 1991.

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TABLE AA10

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B
BY AGE GROUP

DURING THE 1990-91 SCHOOL YEAR

STATE	AGE GROUP 3-21	3-5	6-11	12-17	6-17	18-21
ALABAMA	93,253	6,934	43,216	37,677	80,893	5,426
ALASKA	11,418	1,133	5,931	3,848	9,779	506
ARIZONA	55,358	3,917	27,690	21,074	48,764	2,677
ARKANSAS	44,337	3,826	18,889	19,710	38,599	1,912
CALIFORNIA	465,177	39,466	237,671	170,402	408,073	17,638
COLORADO	52,249	3,110	25,465	21,528	46,993	2,146
CONNECTICUT	60,354	5,185	27,724	24,495	52,219	2,950
DELAWARE	11,222	1,493	5,678	3,659	9,337	392
DISTRICT OF COLUMBIA	2,421	212	907	1,106	2,013	196
FLORIDA	228,330	13,521	123,123	83,581	206,704	8,105
GEORGIA	99,173	6,514	51,762	37,103	88,865	3,794
HAWAII	12,303	782	5,919	5,318	11,237	284
IDAHO	21,103	2,495	11,263	6,692	17,955	653
ILLINOIS	203,504	24,010	101,183	70,983	172,166	7,328
INDIANA	104,908	4,862	58,276	37,952	96,228	3,818
IOWA	59,203	5,405	27,067	23,845	50,912	2,886
KANSAS	42,453	3,394	22,071	15,357	37,428	1,631
KENTUCKY	76,202	9,810	36,956	26,269	63,225	3,167
LOUISIANA	69,729	6,352	32,558	27,036	59,594	3,783
MAINE	26,872	2,861	12,682	10,234	22,916	1,095
MARYLAND	86,946	7,134	42,882	33,411	76,293	3,519
MASSACHUSETTS	136,099	9,657	63,921	56,530	120,451	5,991
MICHIGAN	158,863	13,921	74,645	62,309	136,954	7,988
MINNESOTA	78,621	8,637	35,750	31,247	66,997	2,987
MISSISSIPPI	60,166	5,499	28,442	23,427	51,869	2,798
MISSOURI	98,905	3,935	49,794	40,850	90,644	4,326
MONTANA	16,773	1,711	8,654	5,723	14,377	685
NEBRASKA	32,063	2,498	17,058	11,151	28,209	1,356
NEVADA	18,058	1,392	9,479	6,581	16,060	606
NEW HAMPSHIRE	17,860	1,229	7,952	7,877	15,829	802
NEW JERSEY	175,111	14,390	88,438	64,983	153,421	7,300
NEW MEXICO	35,748	2,185	17,372	14,758	32,130	1,433
NEW YORK	290,304	26,013	113,242	132,842	246,084	18,207
NORTH CAROLINA	120,958	10,482	62,685	43,387	106,072	4,404
NORTH DAKOTA	11,735	970	5,852	4,337	10,189	576
OHIO	196,845	9,760	101,536	76,074	177,610	9,475
OKLAHOMA	64,687	5,134	33,158	24,075	57,233	2,320
OREGON	46,210	1,123	25,124	18,298	43,422	1,665
PENNSYLVANIA	195,607	14,432	94,914	76,570	171,484	9,691
PUERTO RICO	35,129	3,345	11,808	16,492	28,300	3,484
RHODE ISLAND	20,136	1,624	9,517	8,066	17,583	929
SOUTH CAROLINA	76,730	7,941	39,461	26,333	65,794	2,995
SOUTH DAKOTA	14,297	2,076	7,330	4,373	11,703	518
TENNESSEE	103,757	7,400	51,350	40,005	91,355	5,002
TEXAS	335,695	22,897	162,961	132,352	295,313	17,485
UTAH	45,271	3,159	25,415	15,559	40,974	1,138
VERMONT	10,119	535	5,229	3,988	9,217	367
VIRGINIA	110,734	9,811	54,123	41,628	95,751	5,172
WASHINGTON	80,771	8,834	40,614	27,994	68,608	3,329
WEST VIRGINIA	41,507	2,533	19,030	17,579	36,609	2,365
WISCONSIN	83,328	10,325	36,373	32,503	68,876	4,127
WYOMING	10,749	1,219	5,331	3,743	9,074	456
AMERICAN SAMOA	320	48	191	75	266	6
GUAM	1,500	187	517	646	1,163	150
NORTHERN MARIANAS	344	211	70	58	128	5
PALAU	122	13	65	40	105	4
VIRGIN ISLANDS	1,232	55	434	649	1,083	94
BUR. OF INDIAN AFFAIRS	6,997	1,092	3,023	2,516	5,539	366
U.S. AND INSULAR AREAS	4,559,866	368,689	2,229,771	1,756,898	3,986,669	204,508
50 STATES, D.C. & P.R.	4,549,351	367,083	2,225,471	1,752,914	3,978,385	203,883

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
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TABLE AA11

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER IDEA, PART B BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	43,216	12,857	18,247	8,220	2,115	398	484	244
ALASKA	5,931	3,254	2,072	101	183	53	162	30
ARIZONA	27,690	13,600	9,691	1,970	992	350	602	318
ARKANSAS	18,889	8,689	6,215	3,353	79	162	152	62
CALIFORNIA	237,671	123,814	82,748	9,911	4,115	3,237	2,621	3,550
COLORADO	25,465	12,592	6,737	732	3,184	309	1,400	394
CONNECTICUT	27,724	14,061	7,981	1,178	3,402	330	445	166
DELAWARE	5,678	3,276	1,757	312	262	37	0	12
DISTRICT OF COLUMBIA	907	464	406	14	5	4	11	2
FLORIDA	123,123	44,225	55,819	9,504	10,447	592	0	1,487
GEORGIA	51,762	13,275	19,101	8,969	9,170	432	0	342
HAWAII	5,919	2,765	1,895	472	368	122	69	72
IDAHO	11,263	6,186	3,228	1,220	137	132	72	112
ILLINOIS	101,183	42,071	49,069	4,866	3,476	585	0	563
INDIANA	58,276	16,293	32,625	6,325	1,848	434	205	286
IOWA	27,067	10,489	8,432	4,552	2,391	356	252	519
KANSAS	22,071	5,964	9,509	1,135	1,277	113	3,665	179
KENTUCKY	36,956	8,635	19,558	6,540	1,067	256	416	194
LOUISIANA	32,558	9,280	15,407	4,001	1,532	474	282	502
MAINE	12,682	4,905	4,869	650	1,423	123	431	103
MARYLAND	42,882	17,251	18,807	2,175	1,454	454	1,593	343
MASSACHUSETTS	63,921	23,779	14,221	13,422	8,822	768	1,278	511
MICHIGAN	74,645	28,846	29,840	6,086	5,739	1,131	336	2,059
MINNESOTA	35,750	14,314	11,425	4,035	3,985	675	0	706
MISSISSIPPI	28,442	8,832	16,334	2,386	84	151	131	458
MISSOURI	49,794	19,200	21,365	4,469	3,202	406	321	425
MONTANA	8,654	4,043	3,514	438	211	95	201	42
NEBRASKA	17,058	6,250	6,971	1,879	933	233	217	207
NEVADA	9,479	4,871	3,263	493	373	91	158	140
NEW HAMPSHIRE	7,952	4,229	2,455	298	566	23	54	89
NEW JERSEY	88,430	35,029	44,179	1,288	3,327	533	3,631	254
NEW MEXICO	17,372	7,410	6,895	754	1,328	147	376	309
NEW YORK	113,242	66,505	19,291	5,459	13,828	1,117	3,995	797
NORTH CAROLINA	62,685	24,964	22,257	8,342	3,881	732	508	496
NORTH DAKOTA	5,852	2,144	3,067	348	153	52	0	32
OHIO	101,536	30,457	46,354	16,062	3,148	1,086	2,645	1,391
OKLAHOMA	33,158	12,775	13,700	4,687	631	261	678	184
OREGON	25,124	12,356	10,916	594	748	38	0	194
PENNSYLVANIA	94,914	30,183	47,898	9,793	4,994	1,181	42	287
PUERTO RICO	11,808	3,825	1,074	4,658	395	418	518	242
RHODE ISLAND	9,517	5,417	2,982	377	437	65	47	69
SOUTH CAROLINA	39,461	13,451	17,278	5,346	2,154	493	86	404
SOUTH DAKOTA	7,330	2,500	3,632	572	123	122	220	89
TENNESSEE	51,350	21,766	21,379	4,644	827	461	660	506
TEXAS	162,961	80,412	55,663	8,684	8,866	606	1,285	2,090
UTAH	25,415	12,394	6,738	1,254	4,052	110	470	97
VERMONT	5,229	2,520	1,922	377	233	48	18	38
VIRGINIA	54,123	22,640	21,446	4,738	2,843	512	906	477
WASHINGTON	40,614	16,891	13,169	3,224	1,845	981	900	602
WEST VIRGINIA	19,030	5,882	9,546	2,599	608	148	0	146
WISCONSIN	36,373	8,509	12,766	1,068	3,307	115	10,104	268
WYOMING	5,331	2,435	2,150	222	194	67	0	107
AMERICAN SAMOA	191	0	91	91	0	7	2	0
GUAM	517	307	141	41	0	0	0	16
NORTHERN MARIANAS	70	33	15	3	1	11	0	7
PALAU	65	29	7	5	0	5	2	1
VIRGIN ISLANDS	434	122	122	148	11	10	18	0
BUR. OF INDIAN AFFAIRS	3,023	1,470	1,082	165	125	38	93	20
U.S. AND INSULAR AREAS	2,229,771	910,736	869,321	195,249	130,901	21,890	42,762	23,240
50 STATES, D.C. & P.R.	2,225,471	908,775	867,863	194,796	130,764	21,819	42,647	23,196

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TABLE AA11

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER IDEA, PART B BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	471	178	2
ALASKA	59	15	2
ARIZONA	19	148	0
ARKANSAS	146	31	0
CALIFORNIA	6,243	1,390	42
COLORADO	0	113	4
CONNECTICUT	145	11	5
DELAWARE	17	5	0
DISTRICT OF COLUMBIA	0	1	0
FLORIDA	643	375	31
GEORGIA	291	179	3
HAWAII	129	27	0
IDAHO	150	24	2
ILLINOIS	277	272	4
INDIANA	80	168	12
IOWA	0	68	8
KANSAS	155	72	2
KENTUCKY	127	158	5
LOUISIANA	913	166	1
MAINE	125	52	1
MARYLAND	611	184	10
MASSACHUSETTS	767	320	33
MICHIGAN	273	335	0
MINNESOTA	439	166	5
MISSISSIPPI	0	62	4
MISSOURI	217	151	38
MONTANA	75	31	4
NEBRASKA	277	89	2
NEVADA	45	44	1
NEW HAMPSHIRE	236	2	0
NEW JERSEY	151	46	0
NEW MEXICO	76	77	0
NEW YORK	1,741	477	32
NORTH CAROLINA	1,220	274	11
NORTH DAKOTA	34	22	0
OHIO	0	393	0
OKLAHOMA	111	105	26
OREGON	274	4	0
PENNSYLVANIA	0	534	2
PUERTO RICO	408	255	15
RHODE ISLAND	92	30	1
SOUTH CAROLINA	82	165	2
SOUTH DAKOTA	41	26	5
TENNESSEE	718	381	8
TEXAS	4,594	751	10
UTAH	207	67	26
VERMONT	59	13	1
VIRGINIA	490	69	2
WASHINGTON	2,859	137	6
WEST VIRGINIA	36	65	0
WISCONSIN	150	84	2
WYOMING	131	25	0
AMERICAN SAMOA	0	0	0
GUAM	12	0	0
NORTHERN MARIANAS	0	0	0
PALAU	0	2	14
VIRGIN ISLANDS	0	3	0
BUR. OF INDIAN AFFAIRS	20	9	1
U.S. AND INSULAR AREAS	26,436	8,851	385
50 STATES, D.C. & P.R.	26,404	8,837	370

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TABLE AA12

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER IDEA, PART B BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	37,677	18,031	1,404	14,214	2,773	309	342	175
ALASKA	3,848	2,984	178	134	298	40	115	28
ARIZONA	21,074	15,267	813	2,043	1,891	252	493	174
ARKANSAS	19,710	13,474	464	5,155	164	107	128	31
CALIFORNIA	170,402	127,393	12,814	9,482	7,504	2,591	1,977	2,923
COLORADO	21,528	12,800	1,204	1,117	4,876	301	900	234
CONNECTICUT	24,495	14,645	1,162	1,616	6,196	238	348	79
DELAWARE	3,659	2,761	206	227	414	27	0	16
DISTRICT OF COLUMBIA	1,106	946	56	34	43	2	3	2
FLORIDA	83,581	48,634	8,025	10,462	13,439	430	0	961
GEORGIA	37,103	14,920	1,604	10,926	8,699	342	0	250
HAWAII	5,318	3,810	223	528	481	96	42	46
IDAHO	6,692	4,722	202	1,194	214	90	39	63
ILLINOIS	70,983	50,388	4,213	7,277	7,301	510	0	472
INDIANA	37,952	23,890	2,133	8,128	3,047	285	113	173
IOWA	23,845	13,373	632	4,677	4,295	263	193	334
KANSAS	15,357	8,214	1,036	1,881	2,193	102	1,647	111
KENTUCKY	26,269	12,994	1,293	9,299	1,738	209	310	135
LOUISIANA	27,036	16,525	2,206	4,370	2,204	375	173	322
MAINE	10,234	5,852	808	963	1,963	99	338	51
MARYLAND	33,411	22,784	3,676	2,130	2,651	345	1,145	179
MASSACHUSETTS	56,530	21,017	12,616	11,868	7,798	673	1,127	449
MICHIGAN	62,309	38,964	3,015	6,724	10,432	1,000	220	1,466
MINNESOTA	31,247	16,464	1,355	4,392	7,693	496	0	429
MISSISSIPPI	23,427	17,255	1,245	4,164	135	145	99	324
MISSOURI	40,850	26,089	2,733	6,094	4,914	336	166	244
MONTANA	5,723	4,050	294	492	527	55	135	28
NEBRASKA	11,151	6,603	748	1,726	1,311	189	146	128
NEVADA	6,581	4,839	284	525	539	55	70	122
NEW HAMPSHIRE	7,877	5,680	631	312	1,034	19	25	27
NEW JERSEY	64,983	46,154	4,147	2,030	9,192	458	2,462	207
NEW MEXICO	14,758	8,463	2,928	849	1,813	136	219	209
NEW YORK	132,842	89,733	3,774	8,269	24,614	1,047	3,145	414
NORTH CAROLINA	43,387	24,659	1,688	9,322	5,131	594	330	362
NORTH DAKOTA	4,337	2,950	389	617	265	52	0	26
OHIO	76,074	40,963	3,570	21,312	5,274	824	1,772	2,011
OKLAHOMA	24,075	15,905	879	5,589	901	215	331	78
OREGON	18,298	13,934	1,651	649	1,429	49	0	199
PENNSYLVANIA	76,570	46,396	4,722	14,245	9,369	1,082	23	272
PUERTO RICO	16,492	5,612	230	8,644	364	370	486	187
RHODE ISLAND	8,066	6,228	347	404	805	67	19	47
SOUTH CAROLINA	26,333	14,328	1,022	6,974	3,134	316	51	302
SOUTH DAKOTA	4,373	3,088	198	611	224	71	103	29
TENNESSEE	40,005	27,742	2,051	6,145	1,365	433	545	385
TEXAS	132,352	93,040	4,658	9,878	16,191	557	1,063	1,414
UTAH	15,559	8,894	554	1,335	3,908	129	411	78
VERMONT	3,988	2,471	485	418	454	56	9	23
VIRGINIA	41,628	27,600	1,729	5,895	5,095	450	335	190
WASHINGTON	27,994	18,386	792	2,789	2,484	598	679	310
WEST VIRGINIA	17,579	11,017	835	4,072	1,337	116	0	93
WISCONSIN	32,503	14,441	1,542	2,467	6,963	113	6,615	160
WYOMING	3,743	2,633	272	281	340	56	0	39
AMERICAN SAMOA	75	0	14	57	0	4	0	0
GUAM	646	560	13	60	0	0	0	7
NORTHERN MARIANAS	58	35	4	7	1	7	2	1
PALAU	40	21	1	3	0	5	1	1
VIRGIN ISLANDS	649	165	94	358	7	10	3	5
BUR. OF INDIAN AFFAIRS	2,516	1,694	296	190	179	44	89	7
U.S. AND INSULAR AREAS	1,756,898	1,102,480	106,158	245,624	207,606	17,840	28,987	17,032
50 STATES, D.C. & P.R.	1,752,914	1,100,005	105,736	244,949	207,419	17,770	28,892	17,011

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TABLE AA12

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER IDEA, PART B BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	293	133	3
ALASKA	62	9	0
ARIZONA	40	101	0
ARKANSAS	150	37	0
CALIFORNIA	4,551	1,123	44
COLORADO	0	89	7
CONNECTICUT	204	5	2
DELAWARE	3	5	0
DISTRICT OF COLUMBIA	0	20	0
FLORIDA	1,288	309	33
GEORGIA	218	143	1
HAWAII	67	25	0
IDAHO	124	43	1
ILLINOIS	542	276	4
INDIANA	30	139	14
IOWA	0	69	9
KANSAS	114	58	1
KENTUCKY	130	159	2
LOUISIANA	707	153	1
MAINE	124	34	2
MARYLAND	369	130	2
MASSACHUSETTS	676	281	25
MICHIGAN	181	307	0
MINNESOTA	301	113	4
MISSISSIPPI	0	58	2
MISSOURI	130	126	18
MONTANA	111	29	2
NEBRASKA	228	72	0
NEVADA	113	34	0
NEW HAMPSHIRE	146	3	0
NEW JERSEY	278	55	0
NEW MEXICO	72	68	1
NEW YORK	1,371	457	18
NORTH CAROLINA	1,027	267	7
NORTH DAKOTA	21	17	0
OHIO	0	346	2
OKLAHOMA	82	89	6
OREGON	380	7	0
PENNSYLVANIA	1	459	1
PUERTO RICO	310	256	33
RHODE ISLAND	104	42	3
SOUTH CAROLINA	50	155	1
SOUTH DAKOTA	28	18	3
TENNESSEE	995	340	4
TEXAS	4,859	684	8
UTAH	186	53	11
VERMONT	56	14	2
VIRGINIA	267	65	2
WASHINGTON	1,848	105	3
WEST VIRGINIA	28	77	4
WISCONSIN	116	85	1
WYOMING	95	24	3
AMERICAN SAMOA	0	0	0
GUAM	6	0	0
NORTHERN MARIANAS	1	0	0
PALAU	1	1	6
VIRGIN ISLANDS	1	6	0
BUR. OF INDIAN AFFAIRS	9	8	0
U.S. AND INSULAR AREAS	23,094	7,781	296
50 STATES, D.C. & P.R.	23,076	7,766	290

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TABLE AA13

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER IDEA, PART B BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	5,426	2,217	31	2,753	172	46	129	30
ALASKA	506	338	6	74	29	6	38	4
ARIZONA	2,677	1,428	38	705	171	30	234	47
ARKANSAS	1,912	1,240	13	579	8	17	23	4
CALIFORNIA	17,638	9,074	554	4,546	725	366	951	679
COLORADO	2,146	1,107	46	364	367	37	173	40
CONNECTICUT	2,950	1,442	58	585	695	28	106	11
DELAWARE	392	302	5	27	51	4	1	2
DISTRICT OF COLUMBIA	196	146	0	32	14	3	0	0
FLORIDA	8,105	3,844	267	2,660	852	70	0	172
GEORGIA	3,794	1,115	30	2,040	474	37	0	55
HAWAII	284	157	4	79	19	5	10	4
IDAHO	653	354	5	231	24	5	11	7
ILLINOIS	7,328	4,472	175	1,680	729	53	0	96
INDIANA	3,818	2,176	66	1,312	167	27	25	14
IOWA	2,886	1,216	15	1,065	312	45	125	102
KANSAS	1,631	778	19	493	147	13	150	20
KENTUCKY	3,167	1,384	36	1,504	104	25	74	19
LOUISIANA	3,783	1,998	113	1,188	152	55	69	79
MAINE	1,095	565	38	240	155	11	55	10
MARYLAND	3,519	1,848	174	756	282	45	321	26
MASSACHUSETTS	5,991	1,837	173	1,994	1,201	146	264	106
MICHIGAN	7,988	4,178	96	2,085	830	154	140	343
MINNESOTA	2,987	1,045	45	1,266	492	48	0	40
MISSISSIPPI	2,798	1,822	45	776	13	42	23	68
MISSOURI	4,326	2,523	98	1,130	378	39	55	63
MONTANA	685	454	14	128	27	6	36	4
NEBRASKA	1,356	605	19	510	99	22	56	11
NEVADA	606	320	7	172	43	13	32	13
NEW HAMPSHIRE	802	546	42	77	102	8	6	5
NEW JERSEY	7,300	4,229	208	958	1,095	51	668	47
NEW MEXICO	1,433	726	196	272	97	20	69	36
NEW YORK	18,207	10,238	154	3,432	2,356	217	1,275	71
NORTH CAROLINA	4,404	1,843	38	1,911	226	44	95	64
NORTH DAKOTA	576	327	13	191	19	6	0	7
OHIO	9,475	4,153	85	3,593	323	142	729	402
OKLAHOMA	2,320	1,368	11	763	65	23	63	11
OREGON	1,665	1,141	88	229	124	7	0	27
PENNSYLVANIA	9,691	4,978	149	3,427	833	125	13	112
PUERTO RICO	3,484	507	21	2,296	75	117	254	59
RHODE ISLAND	929	586	9	180	91	12	8	13
SOUTH CAROLINA	2,995	1,090	26	1,569	155	42	25	57
SOUTH DAKOTA	518	301	13	138	23	5	28	2
TENNESSEE	5,002	2,676	127	1,515	117	91	221	81
TEXAS	17,485	10,796	151	3,496	1,415	94	388	288
UTAH	1,138	342	7	375	188	5	176	14
VERMONT	367	169	33	92	38	5	13	4
VIRGINIA	5,172	2,633	52	1,737	460	53	126	34
WASHINGTON	3,329	1,750	10	846	191	66	233	40
WEST VIRGINIA	2,365	1,269	11	894	128	17	0	25
WISCONSIN	4,127	1,630	41	788	620	17	996	15
WYOMING	456	248	23	104	48	7	0	12
AMERICAN SAMOA	6	0	0	3	0	3	0	0
GUAM	150	119	1	28	0	0	0	1
NORTHERN MARIANAS	5	1	0	0	1	1	1	0
PALAU	4	0	0	2	0	0	0	0
VIRGIN ISLANDS	94	9	3	72	1	2	1	0
BUR. OF INDIAN AFFAIRS	366	211	26	50	28	9	34	3
U.S. AND INSULAR AREAS	204,508	103,871	3,728	60,004	17,543	2,587	8,523	3,491
50 STATES, D.C. & P.R.	203,883	103,531	3,698	59,849	17,513	2,572	8,487	3,487

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TABLE AA13

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER IDEA, PART B BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	31	17	0
ALASKA	9	2	0
ARIZONA	4	20	0
ARKANSAS	24	4	0
CALIFORNIA	554	166	23
COLORADO	0	8	4
CONNECTICUT	23	2	0
DELAWARE	0	0	0
DISTRICT OF COLUMBIA	0	1	0
FLORIDA	195	38	7
GEORGIA	30	13	0
HAWAII	5	1	0
IDAHO	14	2	0
ILLINOIS	104	19	0
INDIANA	11	17	3
IOWA	0	4	2
KANSAS	6	5	0
KENTUCKY	11	10	0
LOUISIANA	109	20	0
MAINE	16	5	0
MARYLAND	49	17	1
MASSACHUSETTS	94	173	3
MICHIGAN	97	65	0
MINNESOTA	36	15	0
MISSISSIPPI	0	9	0
MISSOURI	19	8	13
MONTANA	9	7	0
NEBRASKA	25	9	0
NEVADA	3	3	0
NEW HAMPSHIRE	15	1	0
NEW JERSEY	37	7	0
NEW MEXICO	9	5	3
NEW YORK	368	79	17
NORTH CAROLINA	150	32	1
NORTH DAKOTA	10	3	0
OHIO	0	47	1
OKLAHOMA	10	5	1
OREGON	48	1	0
PENNSYLVANIA	0	53	1
PUERTO RICO	93	52	10
RHODE ISLAND	26	3	1
SOUTH CAROLINA	12	18	1
SOUTH DAKOTA	5	1	2
TENNESSEE	134	39	1
TEXAS	762	96	7
UTAH	28	5	6
VERMONT	12	1	0
VIRGINIA	62	14	1
WASHINGTON	180	11	2
WEST VIRGINIA	18	3	0
WISCONSIN	20	8	0
WYOMING	11	2	1
AMERICAN SAMOA	0	0	0
GUAM	1	0	0
NORTHERN MARIANAS	0	1	0
PALAU	1	0	1
VIRGIN ISLANDS	6	0	0
BUR. OF INDIAN AFFAIRS	1	4	0
U.S. AND INSULAR AREAS	3,497	1,151	113
50 STATES, D.C. & P.R.	3,488	1,146	112

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TABLE AA14

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	86,319	33,105	19,682	25,187	5,060	753	955	449
ALASKA	10,285	6,576	2,256	309	510	99	315	62
ARIZONA	51,441	30,295	10,542	4,718	3,054	632	1,329	539
ARKANSAS	40,511	23,403	6,692	9,087	251	286	303	97
CALIFORNIA	425,711	260,281	96,116	23,939	12,344	6,194	5,549	7,152
COLORADO	49,139	26,499	7,987	2,213	8,427	647	2,473	668
CONNECTICUT	55,169	30,148	9,201	3,379	10,293	596	899	256
DELAWARE	9,729	6,339	1,968	566	727	68	1	30
DISTRICT OF COLUMBIA	2,209	1,556	462	80	62	9	14	4
FLORIDA	214,809	96,703	64,111	22,626	24,738	1,092	0	2,620
GEORGIA	92,659	29,310	20,735	21,935	18,343	811	0	647
HAWAII	11,521	6,732	2,122	1,079	868	223	121	122
IDAHO	18,608	11,262	3,435	2,645	375	227	122	182
ILLINOIS	179,494	96,931	53,457	13,823	11,506	1,148	0	1,131
INDIANA	100,046	42,359	34,824	15,765	5,062	746	343	473
IOWA	53,798	25,078	9,079	10,294	6,998	664	570	955
KANSAS	39,059	14,956	10,564	3,509	3,617	228	5,462	310
KENTUCKY	66,392	23,013	20,887	17,343	2,909	490	800	348
LOUISIANA	63,377	27,803	17,726	9,559	3,888	904	524	903
MAINE	24,011	11,322	5,715	1,853	3,541	233	824	164
MARYLAND	79,812	41,883	22,657	5,061	4,387	844	3,059	548
MASSACHUSETTS	126,442	46,633	27,010	27,284	17,821	1,587	2,669	1,066
MICHIGAN	144,942	71,988	32,951	14,895	17,001	2,285	696	3,868
MINNESOTA	69,984	31,823	12,825	9,693	12,170	1,219	0	1,175
MISSISSIPPI	54,667	27,909	17,624	7,326	232	338	253	850
MISSOURI	94,970	47,812	24,196	11,693	8,494	781	542	732
MONTANA	15,062	8,547	3,822	1,058	765	156	372	74
NEBRASKA	29,565	13,458	7,738	4,115	2,343	444	419	346
NEVADA	16,666	10,030	3,554	1,190	955	159	260	275
NEW HAMPSHIRE	16,631	10,455	3,128	687	1,702	50	85	121
NEW JERSEY	160,721	85,412	48,534	4,276	13,614	1,042	6,761	508
NEW MEXICO	33,563	16,599	10,019	1,875	3,238	303	664	554
NEW YORK	264,291	166,476	23,219	17,160	40,798	2,381	8,415	1,282
NORTH CAROLINA	110,476	51,466	23,983	19,575	9,238	1,370	933	922
NORTH DAKOTA	10,765	5,421	3,469	1,156	437	110	0	65
OHIO	187,085	75,573	50,009	40,967	8,745	2,052	5,146	3,804
OKLAHOMA	59,553	30,048	14,590	11,039	1,597	499	1,072	273
OREGON	45,087	27,431	12,655	1,472	2,301	94	0	420
PENNSYLVANIA	181,175	81,557	52,769	27,465	15,196	2,388	78	671
PUERTO RICO	31,784	9,944	1,325	15,598	834	905	1,258	488
RHODE ISLAND	18,512	12,231	3,338	961	1,333	144	74	129
SOUTH CAROLINA	68,789	28,869	18,326	13,889	5,443	851	162	763
SOUTH DAKOTA	12,221	5,889	3,843	1,321	370	198	351	120
TENNESSEE	96,357	52,184	23,557	12,304	2,309	985	1,426	972
TEXAS	312,798	184,248	60,472	22,058	26,472	1,257	2,736	3,784
UTAH	42,112	21,630	7,299	2,964	8,140	244	1,057	189
VERMONT	9,584	5,160	2,440	887	725	109	40	65
VIRGINIA	100,923	52,873	23,227	12,370	8,398	1,015	1,367	701
WASHINGTON	71,937	37,027	13,971	6,859	4,520	1,645	1,812	952
WEST VIRGINIA	38,974	18,168	10,392	7,565	2,073	281	0	264
WISCONSIN	73,003	24,580	14,349	4,315	10,890	245	17,715	443
WYOMING	9,530	5,316	2,445	607	582	130	0	158
AMERICAN SAMOA	272	0	105	151	0	14	2	0
GUAM	1,313	986	155	129	0	0	0	24
NORTHERN MARIANAS	133	69	19	10	3	19	3	8
PALAU	109	50	8	10	0	10	3	2
VIRGIN ISLANDS	1,177	296	219	578	19	22	22	5
BUR. OF INDIAN AFFAIRS	5,905	3,375	1,404	405	332	91	216	30
U.S. AND INSULAR AREAS	4,191,177	2,117,087	979,207	500,877	356,050	42,317	80,272	43,763
50 STATES, D.C. & P.R.	4,182,268	2,112,311	977,297	499,594	355,696	42,161	80,026	43,694

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TABLE AA14

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	795	328	5
ALASKA	130	26	2
ARIZONA	63	269	0
ARKANSAS	320	72	0
CALIFORNIA	11,348	2,679	109
COLORADO	0	210	15
CONNECTICUT	372	18	7
DELAWARE	20	10	0
DISTRICT OF COLUMBIA	0	22	0
FLORIDA	2,126	722	71
GEORGIA	539	335	4
HAWAII	201	53	0
IDAHO	288	69	3
ILLINOIS	923	567	8
INDIANA	121	324	29
IOWA	0	141	19
KANSAS	275	135	3
KENTUCKY	268	327	7
LOUISIANA	1,729	339	2
MAINE	265	91	3
MARYLAND	1,029	331	13
MASSACHUSETTS	1,537	774	61
MICHIGAN	551	707	0
MINNESOTA	776	294	9
MISSISSIPPI	0	129	6
MISSOURI	366	285	69
MONTANA	195	67	6
NEBRASKA	530	170	2
NEVADA	161	81	1
NEW HAMPSHIRE	397	6	0
NEW JERSEY	466	108	0
NEW MEXICO	157	150	4
NEW YORK	3,480	1,013	67
NORTH CAROLINA	2,397	573	19
NORTH DAKOTA	65	42	0
OHIO	0	786	3
OKLAHOMA	203	199	33
OREGON	702	12	0
PENNSYLVANIA	1	1,046	4
PUERTO RICO	811	563	58
RHODE ISLAND	222	75	5
SOUTH CAROLINA	144	338	4
SOUTH DAKOTA	74	45	10
TENNESSEE	1,847	760	13
TEXAS	10,215	1,531	25
UTAH	421	125	43
VERMONT	127	28	3
VIRGINIA	819	148	5
WASHINGTON	4,887	253	11
WEST VIRGINIA	82	145	4
WISCONSIN	286	177	3
WYOMING	237	51	4
AMERICAN SAMOA	0	0	0
GUAM	19	0	0
NORTHERN MARIANAS	1	1	0
PALAU	2	3	21
VIRGIN ISLANDS	7	9	0
BUR. OF INDIAN AFFAIRS	30	21	1
U.S. AND INSULAR AREAS	53,027	17,783	794
50 STATES, D.C. & P.R.	52,968	17,749	772

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TABLE AA15

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B BY DISABILITY AND AGE

DURING THE 1990-91 SCHOOL YEAR

DISABILITY	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD
MENTAL RETARDATION	.	.	.	18,337	25,719	33,065	36,298	39,949	41,881
SPEECH IMPAIRMENTS	.	.	.	196,236	202,053	179,093	135,861	94,894	61,184
VISUAL IMPAIRMENTS	.	.	.	1,194	1,378	1,596	1,563	1,638	1,482
SERIOUS EMOTIONAL DISTURBANCE	.	.	.	7,416	13,386	20,283	25,597	30,669	33,550
ORTHOPEDIC IMPAIRMENTS	.	.	.	4,139	4,250	4,068	3,827	3,613	3,343
OTHER HEALTH IMPAIRMENTS	.	.	.	3,552	4,368	4,790	4,790	4,581	4,355
SPECIFIC LEARNING DISABILITIES	.	.	.	31,935	81,049	145,897	194,831	224,942	232,082
DEAF-BLINDNESS	.	.	.	47	72	79	55	72	60
MULTIPLE DISABILITIES	.	.	.	6,892	6,911	7,511	7,448	7,225	6,775
HEARING IMPAIRMENTS	.	.	.	3,104	3,414	3,824	3,878	3,944	3,726
ALL DISABILITIES	59,095	111,787	197,807	272,852	342,600	400,206	414,148	411,527	388,438

DISABILITY	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
MENTAL RETARDATION	41,425	42,829	41,853	42,113	40,037	37,367	29,786	15,899	9,652
SPEECH IMPAIRMENTS	37,095	24,892	16,704	11,977	8,919	6,571	2,649	765	256
VISUAL IMPAIRMENTS	1,476	1,386	1,306	1,304	1,202	1,107	735	258	102
SERIOUS EMOTIONAL DISTURBANCE	34,794	38,125	38,335	38,359	33,402	24,591	12,234	3,774	1,173
ORTHOPEDIC IMPAIRMENTS	3,060	2,941	2,914	2,815	2,779	2,523	1,779	955	512
OTHER HEALTH IMPAIRMENTS	3,877	3,783	4,084	4,075	4,023	3,252	1,901	876	474
SPECIFIC LEARNING DISABILITIES	222,468	217,041	195,501	188,971	157,955	128,544	77,990	20,864	4,248
DEAF-BLINDNESS	72	52	54	40	47	31	40	28	27
MULTIPLE DISABILITIES	5,861	5,444	4,902	4,643	4,343	3,794	3,255	2,391	1,920
HEARING IMPAIRMENTS	3,492	3,284	2,999	2,842	2,695	2,528	1,604	668	221
ALL DISABILITIES	353,620	339,777	308,652	289,139	255,402	210,308	131,973	46,478	18,585

DISABILITY	21 YEARS OLD
MENTAL RETARDATION	4,667
SPEECH IMPAIRMENTS	58
VISUAL IMPAIRMENTS	56
SERIOUS EMOTIONAL DISTURBANCE	362
ORTHOPEDIC IMPAIRMENTS	245
OTHER HEALTH IMPAIRMENTS	246
SPECIFIC LEARNING DISABILITIES	769
DEAF-BLINDNESS	18
MULTIPLE DISABILITIES	957
HEARING IMPAIRMENTS	94
ALL DISABILITIES	7,472

DATA AS OF OCTOBER 1, 1991

SOURCE: ANNUAL.CNTL(C4XXNX1A)
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TABLE AA16

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B BY AGE

DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD
ALABAMA	377	1,275	5,282	6,986	6,702	6,915	7,191	7,635	7,787
ALASKA	256	391	486	657	973	1,234	1,174	1,031	862
ARIZONA	638	1,404	1,875	2,956	4,062	5,027	5,392	5,355	4,898
ARKANSAS	660	1,453	1,713	2,332	2,751	3,122	3,367	3,728	3,589
CALIFORNIA	8,327	13,654	17,485	24,009	34,607	43,475	46,640	46,363	42,577
COLORADO	442	1,040	1,628	2,313	3,625	4,602	5,074	4,991	4,860
CONNECTICUT	1,045	1,810	2,330	2,990	4,047	4,912	5,261	5,217	5,297
DELAWARE	49	425	1,019	951	1,038	965	946	917	861
DISTRICT OF COLUMBIA	35	81	96	122	123	143	153	191	175
FLORIDA	1,337	3,413	8,771	14,151	18,890	22,092	23,482	23,001	21,507
GEORGIA	631	1,428	4,455	6,508	8,109	8,839	9,470	9,909	8,927
HAWAII	147	259	376	639	914	1,041	1,095	1,120	1,110
IDAHO	337	813	1,345	1,468	1,887	2,173	2,077	1,952	1,706
ILLINOIS	3,755	7,611	12,644	14,629	17,987	19,191	18,296	16,366	14,714
INDIANA	208	483	4,171	7,902	10,331	11,389	10,455	9,555	8,644
IOWA	1,012	1,767	2,626	3,129	3,869	4,853	5,270	5,146	4,800
KANSAS	557	1,120	1,717	2,496	3,225	4,285	4,373	4,134	3,558
KENTUCKY	770	2,489	6,551	6,534	6,503	6,504	6,030	5,837	5,548
LOUISIANA	876	2,081	3,395	4,509	5,199	5,688	5,581	5,764	5,817
MAINE	626	1,220	1,015	1,358	1,925	2,270	2,428	2,459	2,242
MARYLAND	1,458	2,262	3,414	4,806	6,267	7,521	8,160	8,220	7,908
MASSACHUSETTS	1,748	3,635	4,274	7,013	9,725	11,388	11,949	12,201	11,645
MICHIGAN	2,687	4,357	6,877	8,693	10,525	13,328	14,346	14,115	13,638
MINNESOTA	1,816	3,203	3,618	3,893	5,026	6,532	6,936	6,886	6,477
MISSISSIPPI	418	956	4,125	5,470	5,055	4,588	4,334	4,509	4,486
MISSOURI	381	974	2,580	4,783	7,039	8,817	9,752	9,987	9,416
MONTANA	275	524	912	1,081	1,513	1,668	1,614	1,431	1,347
NEBRASKA	527	739	1,232	1,802	2,714	3,302	3,294	3,194	2,752
NEVADA	254	408	730	1,020	1,314	1,779	1,932	1,812	1,622
NEW HAMPSHIRE	163	475	591	671	970	1,402	1,560	1,708	1,641
NEW JERSEY	1,907	2,765	9,718	14,854	16,310	15,628	14,536	13,796	13,314
NEW MEXICO	448	796	941	1,469	2,339	3,144	3,490	3,573	3,357
NEW YORK	7,300	10,087	8,626	11,041	13,076	18,351	22,040	23,748	24,986
NORTH CAROLINA	1,341	2,967	6,174	8,561	9,897	10,982	11,276	11,362	10,607
NORTH DAKOTA	110	315	545	788	986	1,082	1,107	953	936
OHIO	752	1,463	7,545	12,510	15,862	19,185	18,940	18,390	16,649
OKLAHOMA	619	1,519	2,996	4,180	5,201	6,045	6,241	6,015	5,476
OREGON	37	240	846	1,992	3,247	4,789	5,295	5,115	4,686
PENNSYLVANIA	2,154	4,450	7,828	10,365	14,813	18,232	17,987	17,221	16,296
PUERTO RICO	690	1,285	1,370	849	1,242	1,753	2,175	2,867	2,922
RHODE ISLAND	289	553	782	1,067	1,461	1,681	1,783	1,755	1,770
SOUTH CAROLINA	642	2,281	5,018	6,272	6,990	6,861	6,741	6,490	6,107
SOUTH DAKOTA	302	701	1,073	1,218	1,384	1,346	1,248	1,156	978
TENNESSEE	397	1,521	5,482	8,156	8,757	8,986	8,470	8,524	8,457
TEXAS	3,318	6,983	12,596	19,227	24,761	28,620	30,007	31,218	29,128
UTAH	548	1,004	1,607	2,809	4,226	4,941	4,820	4,558	4,061
VERMONT	105	154	276	427	671	958	1,052	1,123	998
VIRGINIA	1,846	2,941	5,024	7,211	8,429	9,481	9,760	9,891	9,351
WASHINGTON	1,685	2,805	4,344	4,629	5,876	7,675	8,039	7,621	6,774
WEST VIRGINIA	270	594	1,669	2,654	2,937	3,454	3,423	3,326	3,236
WISCONSIN	1,765	3,505	5,055	5,594	5,734	6,237	6,314	6,291	6,203
WYOMING	317	465	437	553	839	1,016	1,033	972	918
AMERICAN SAMOA	10	18	20	13	45	37	40	36	20
GUAM	40	70	77	63	66	93	82	116	97
NORTHERN MARIANAS	97	66	48	8	4	8	10	19	21
PALAU	6	4	3	6	9	10	12	10	18
VIRGIN ISLANDS	28	23	4	56	65	71	70	74	98
BUR. OF INDIAN AFFAIRS	260	462	370	409	458	495	525	573	563
U.S. AND INSULAR AREAS	59,095	111,787	197,807	272,852	342,600	400,206	414,148	411,527	388,438
50 STATES, D.C. & P.R.	58,654	111,144	197,285	272,297	341,953	399,492	413,409	410,699	387,621

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
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TABLE AA16

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B
BY AGE

DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
ALABAMA	7,098	7,082	6,523	6,428	5,709	4,837	3,526	1,404	428
ALASKA	802	776	695	583	545	447	352	91	38
ARIZONA	4,546	4,233	3,781	3,323	2,894	2,297	1,595	596	292
ARKANSAS	3,663	3,714	3,531	3,354	2,988	2,460	1,419	401	92
CALIFORNIA	37,033	34,462	30,333	26,699	22,956	18,919	10,778	3,289	2,040
COLORADO	4,434	4,285	3,865	3,726	2,874	2,344	1,475	512	136
CONNECTICUT	4,957	4,765	4,325	3,763	3,590	3,095	1,960	632	293
DELAWARE	772	694	670	603	509	411	260	110	17
DISTRICT OF COLUMBIA	186	232	199	184	170	135	104	51	27
FLORIDA	18,949	17,583	14,881	13,230	10,671	8,267	5,066	2,093	730
GEORGIA	8,220	7,678	6,623	5,837	4,830	3,915	2,434	934	331
HAWAII	1,099	1,057	888	826	779	669	212	63	9
IDAHO	1,425	1,368	1,183	1,061	917	738	453	121	68
ILLINOIS	14,142	12,884	12,603	11,799	10,515	9,040	5,442	1,410	428
INDIANA	7,639	7,311	6,743	6,402	5,607	4,250	2,818	779	184
IOWA	4,542	4,542	4,193	4,062	3,592	2,914	1,915	670	241
KANSAS	3,139	2,996	2,715	2,572	2,166	1,769	1,137	341	126
KENTUCKY	5,201	5,183	4,717	4,520	3,504	3,144	2,118	765	233
LOUISIANA	5,422	5,392	4,822	4,506	3,775	3,119	2,177	966	412
MAINE	2,189	2,013	1,727	1,670	1,427	1,208	799	249	47
MARYLAND	7,007	6,692	5,917	5,433	4,666	3,696	2,263	763	394
MASSACHUSETTS	10,874	10,404	9,640	9,346	8,834	7,432	4,138	1,188	422
MICHIGAN	12,253	11,821	10,813	10,439	9,254	7,729	4,929	1,795	751
MINNESOTA	5,912	5,729	5,440	5,405	4,686	4,075	1,951	656	352
MISSISSIPPI	4,294	4,411	4,043	3,959	3,647	3,073	1,985	632	161
MISSOURI	8,494	8,037	7,281	6,887	5,742	4,409	2,852	1,036	375
MONTANA	1,130	1,101	1,079	924	776	713	481	161	39
NEBRASKA	2,415	2,171	1,926	1,893	1,451	1,295	878	299	147
NEVADA	1,476	1,294	1,144	1,069	870	728	391	114	69
NEW HAMPSHIRE	1,573	1,464	1,287	1,365	1,199	989	621	157	24
NEW JERSEY	12,427	12,394	11,248	10,739	9,853	8,322	4,870	1,516	682
NEW MEXICO	3,127	3,085	2,700	2,290	1,968	1,588	953	330	125
NEW YORK	23,484	23,086	23,239	23,435	22,526	17,072	10,928	4,703	2,108
NORTH CAROLINA	9,577	9,201	7,893	6,831	5,466	4,419	2,886	1,076	353
NORTH DAKOTA	829	800	750	743	632	583	384	130	51
OHIO	14,845	14,525	12,845	12,451	11,385	10,023	6,750	1,948	519
OKLAHOMA	4,981	4,660	4,237	3,805	3,488	2,904	1,760	427	105
OREGON	3,906	3,625	3,333	2,933	2,436	2,065	1,153	396	87
PENNSYLVANIA	14,674	14,365	13,126	12,701	11,817	9,887	6,629	2,081	788
PUERTO RICO	3,222	3,184	3,005	2,742	2,470	1,869	1,425	873	678
RHODE ISLAND	1,583	1,608	1,363	1,295	1,228	989	626	195	100
SOUTH CAROLINA	5,553	5,474	4,625	4,266	3,650	2,765	1,773	764	357
SOUTH DAKOTA	851	863	779	746	620	514	349	132	27
TENNESSEE	8,002	7,707	6,960	6,551	6,033	4,752	3,004	1,250	467
TEXAS	26,835	25,703	23,474	21,771	18,918	15,651	10,573	4,555	1,564
UTAH	3,439	3,252	2,827	2,367	1,986	1,688	689	191	148
VERMONT	903	800	721	663	478	423	240	92	20
VIRGINIA	8,256	8,098	7,168	6,683	6,204	5,219	3,165	1,226	490
WASHINGTON	5,647	5,489	4,922	4,501	4,020	3,415	2,140	762	363
WEST VIRGINIA	3,217	3,196	3,055	3,051	2,715	2,345	1,623	497	138
WISCONSIN	5,744	5,821	5,438	5,453	5,250	4,797	2,849	796	400
WYOMING	805	710	659	581	550	438	301	108	47
AMERICAN SAMOA	18	11	9	12	11	14	4	0	2
GUAM	112	107	109	95	111	112	87	41	17
NORTHERN MARIANAS	14	13	6	10	9	6	3	1	0
PALAU	12	11	11	3	3	0	1	2	0
VIRGIN ISLANDS	92	131	118	133	117	58	61	17	14
BUR. OF INDIAN AFFAIRS	579	484	445	420	315	273	218	91	29
U.S. AND INSULAR AREAS	353,620	339,777	308,652	289,139	255,402	210,308	131,973	46,478	18,585
50 STATES, D.C. & P.R.	352,793	339,020	307,954	288,466	254,836	209,845	131,599	46,326	18,523

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
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TABLE AA16

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B BY AGE

DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	21 YEARS OLD
ALABAMA	68
ALASKA	25
ARIZONA	194
ARKANSAS	0
CALIFORNIA	1,531
COLORADO	23
CONNECTICUT	65
DELAWARE	5
DISTRICT OF COLUMBIA	14
FLORIDA	216
GEORGIA	95
HAWAII	0
IDAHO	11
ILLINOIS	48
INDIANA	37
IOWA	60
KANSAS	27
KENTUCKY	51
LOUISIANA	228
MAINE	0
MARYLAND	99
MASSACHUSETTS	243
MICHIGAN	513
MINNESOTA	28
MISSISSIPPI	20
MISSOURI	63
MONTANA	4
NEBRASKA	32
NEVADA	32
NEW HAMPSHIRE	0
NEW JERSEY	232
NEW MEXICO	25
NEW YORK	468
NORTH CAROLINA	89
NORTH DAKOTA	11
OHIO	258
OKLAHOMA	28
OREGON	29
PENNSYLVANIA	193
PUERTO RICO	508
RHODE ISLAND	8
SOUTH CAROLINA	101
SOUTH DAKOTA	10
TENNESSEE	281
TEXAS	793
UTAH	110
VERMONT	15
VIRGINIA	291
WASHINGTON	64
WEST VIRGINIA	107
WISCONSIN	82
WYOMING	0
AMERICAN SAMOA	0
GUAM	5
NORTHERN MARIANAS	1
PALAU	1
VIRGIN ISLANDS	2
BUR. OF INDIAN AFFAIRS	28
U.S. AND INSULAR AREAS	7,472
50 STATES, D.C. & P.R.	7,435

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4C9NX1A)
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TABLE AA17

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B

ALL DISABILITIES

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1989-90	1990-91	1976-77 - 1990-91	1989-90 - 1990-91	1976-77 - 1990-91	1989-90 - 1990-91
ALABAMA	53,987	100,195	94,945	40,958	-5,250	75.87	-5.24
ALASKA	9,597	14,135	14,745	5,148	610	53.64	4.32
ARIZONA	43,045	56,603	57,235	14,190	632	32.97	1.12
ARKANSAS	28,487	47,376	47,835	19,348	459	67.92	0.97
CALIFORNIA	332,291	448,747	469,282	136,991	20,535	41.23	4.58
COLORADO	47,943	55,022	57,198	9,255	2,176	19.30	3.95
CONNECTICUT	62,085	63,474	64,562	2,477	1,088	3.99	1.71
DELAWARE	14,307	13,726	14,294	-13	568	-0.09	4.14
DISTRICT OF COLUMBIA	9,261	6,153	6,290	-2,971	137	-32.08	2.23
FLORIDA	117,257	221,350	236,674	119,417	15,324	101.84	6.92
GEORGIA	85,209	98,479	101,997	16,788	3,518	19.70	3.57
HAWAII	10,544	12,825	13,169	2,625	344	24.90	2.68
IDAHO	14,573	21,846	22,017	7,444	171	51.08	0.78
ILLINOIS	229,797	249,158	248,045	18,248	-1,113	7.94	-0.45
INDIANA	87,644	112,118	114,643	26,999	2,525	30.81	2.25
IOWA	51,055	58,580	60,695	9,640	2,115	18.88	3.61
KANSAS	37,623	43,708	45,212	7,589	1,504	20.17	3.44
KENTUCKY	57,057	78,618	79,444	22,387	826	39.24	1.05
LOUISIANA	86,989	71,082	73,663	-13,326	2,581	-15.32	3.63
MAINE	23,701	28,190	27,987	4,286	-203	18.08	-0.72
MARYLAND	84,184	87,905	91,940	7,756	4,035	9.21	4.59
MASSACHUSETTS	131,992	152,325	154,616	22,624	2,291	17.14	1.50
MICHIGAN	153,113	163,204	166,846	13,733	3,642	8.97	2.23
MINNESOTA	72,136	79,980	80,896	8,760	916	12.14	1.15
MISSISSIPPI	29,219	59,900	61,031	31,812	1,131	108.87	1.89
MISSOURI	94,387	100,667	101,955	7,568	1,288	8.02	1.28
MONTANA	8,610	16,491	17,204	8,594	713	99.81	4.32
NEBRASKA	25,270	31,384	32,761	7,491	1,377	29.64	4.39
NEVADA	11,133	17,047	18,440	7,307	1,393	65.63	8.17
NEW HAMPSHIRE	9,916	19,242	19,658	9,742	416	98.25	2.16
NEW JERSEY	145,077	177,158	181,319	36,242	4,161	24.98	2.35
NEW MEXICO	15,149	33,216	36,037	20,888	2,821	137.88	8.49
NEW YORK	240,250	295,692	307,458	67,208	11,766	27.97	3.98
NORTH CAROLINA	98,035	119,573	123,126	25,091	3,553	25.59	2.97
NORTH DAKOTA	8,976	12,905	12,504	3,528	-401	39.30	-3.11
OHIO	168,314	200,623	205,440	37,126	4,817	22.06	2.40
OKLAHOMA	44,181	65,417	65,653	21,472	236	48.60	0.36
OREGON	37,258	55,919	55,149	17,891	-770	48.02	-1.38
PENNSYLVANIA	206,792	217,868	219,428	12,636	1,560	6.11	0.72
PUERTO RICO	11,200	36,197	35,129	23,929	-1,068	213.65	-2.95
RHODE ISLAND	15,971	20,468	21,076	5,105	608	31.96	2.97
SOUTH CAROLINA	72,357	76,965	77,765	5,408	800	7.47	1.04
SOUTH DAKOTA	9,936	14,625	14,987	5,051	362	50.84	2.48
TENNESSEE	99,251	101,194	104,898	5,647	3,704	5.69	3.66
TEXAS	233,552	335,481	350,636	117,084	15,155	50.13	4.52
UTAH	37,204	44,777	47,747	10,543	2,970	28.34	6.63
VERMONT	6,382	13,748	12,263	5,881	-1,485	92.15	-10.80
VIRGINIA	77,616	106,221	113,971	36,355	7,750	46.84	7.30
WASHINGTON	57,705	82,189	85,395	27,690	3,206	47.99	3.90
WEST VIRGINIA	30,135	43,840	43,135	13,000	-705	43.14	-1.61
WISCONSIN	58,019	82,695	86,930	28,911	4,235	49.83	5.12
WYOMING	7,261	10,865	11,202	3,941	337	54.28	3.10
AMERICAN SAMOA	139	397	363	224	-34	161.15	-8.56
GUAM	2,597	1,793	1,750	-847	-43	-32.61	-2.40
NORTHERN MARIANAS	.	212	411	.	199	.	93.87
PALAU	1,120	.	122	-998	.	-89.11	.
VIRGIN ISLANDS	1,712	1,438	1,333	-379	-105	-22.14	-7.30
BUR. OF INDIAN AFFAIRS	.	6,597	6,997	.	400	.	6.06
U.S. AND INSULAR AREAS	3,708,601	4,687,603	4,817,503	1,108,902	129,900	29.90	2.77
50 STATES, D.C. & P.R.	3,703,033	4,677,166	4,806,527	1,103,494	129,361	29.80	2.77

THE FIGURES FOR YEARS PRIOR TO 1988-89 REPRESENT CHILDREN FROM BIRTH THROUGH AGE 20 SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B.
THE FIGURES FOR YEARS 1988-89 AND LATER REPRESENT CHILDREN FROM BIRTH TO AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
8OCT91

TABLE AA18

NUMBER AND CHANGE IN NUMBER OF CHILDREN BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP)

ALL DISABILITIES

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1989-90	NUMBER SERVED 1990-91	CHANGE IN NUMBER SERVED 1976-77 - 1990-91	CHANGE IN NUMBER SERVED 1989-90 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1989-90 - 1990-91
ALABAMA	1,191	858	1,692	501	834	42.07	97.20
ALASKA	2,213	3,024	3,327	1,114	303	50.34	10.02
ARIZONA	1,178	1,589	1,877	699	288	59.34	18.12
ARKANSAS	3,776	3,427	3,498	-278	71	-7.36	2.07
CALIFORNIA	6,085	4,179	4,105	-1,980	-74	-32.54	-1.77
COLORADO	3,642	5,067	4,949	1,307	-118	35.89	-2.33
CONNECTICUT	2,670	3,986	4,208	1,538	222	57.60	5.57
DELAWARE	1,854	2,863	3,072	1,218	209	65.70	7.30
DISTRICT OF COLUMBIA	2,920	3,140	3,869	949	729	32.50	23.22
FLORIDA	5,716	7,956	8,344	2,628	388	45.98	4.88
GEORGIA	2,352	2,884	2,824	472	-60	20.07	-2.08
HAWAII	807	786	866	59	80	7.31	10.18
IDAHO	503	456	914	411	458	81.71	100.44
ILLINOIS	21,216	46,209	44,541	23,325	-1,668	109.94	-3.61
INDIANA	6,005	9,699	9,735	3,730	36	62.11	0.37
IOWA	1,282	1,458	1,492	210	34	16.38	2.33
KANSAS	1,818	2,733	2,759	941	26	51.76	0.95
KENTUCKY	2,661	3,444	3,242	581	-202	21.83	-5.87
LOUISIANA	5,061	4,034	3,934	-1,127	-100	-22.27	-2.48
MAINE	1,568	1,213	1,115	-453	-98	-28.89	-8.08
MARYLAND	3,895	1,779	4,994	1,099	3,215	28.22	180.72
MASSACHUSETTS	13,968	17,601	18,517	4,549	916	32.57	5.20
MICHIGAN	12,265	13,309	7,983	-4,282	-5,326	-34.91	-40.02
MINNESOTA	1,323	387	2,275	952	1,888	71.96	487.86
MISSISSIPPI	1,581	856	865	-716	9	-45.29	1.05
MISSOURI	4,017	2,666	3,050	-967	384	-24.07	14.40
MONTANA	516	780	431	-85	-349	-16.47	-44.74
NEBRASKA	521	276	698	177	422	33.97	152.90
NEVADA	975	587	382	-593	-205	-60.82	-34.92
NEW HAMPSHIRE	1,242	1,784	1,798	556	14	44.77	0.78
NEW JERSEY	7,553	6,216	6,208	-1,345	-8	-17.81	-0.13
NEW MEXICO	651	252	289	-362	37	-55.61	14.68
NEW YORK	19,615	28,754	17,154	-2,461	-11,600	-12.55	-40.34
NORTH CAROLINA	6,892	2,519	2,168	-4,724	-351	-68.54	-13.93
NORTH DAKOTA	504	742	769	265	27	52.58	3.64
OHIO	13,794	8,784	8,595	-5,199	-189	-37.69	-2.15
OKLAHOMA	1,521	808	966	-555	158	-36.49	19.55
OREGON	3,734	10,527	8,939	5,205	-1,588	139.39	-15.09
PENNSYLVANIA	13,773	23,362	23,821	10,048	459	72.95	1.96
PUERTO RICO	1,437	929	0	-1,437	-929	-100.00	-100.00
RHODE ISLAND	974	996	940	-34	-56	-3.49	-5.62
SOUTH CAROLINA	2,909	678	1,035	-1,874	357	-64.42	52.65
SOUTH DAKOTA	744	419	690	-54	271	-7.26	64.68
TENNESSEE	2,086	1,255	1,141	-945	-114	-45.30	-9.08
TEXAS	16,550	14,268	14,941	-1,609	673	-9.72	4.72
UTAH	1,141	2,523	2,476	1,335	-47	117.00	-1.86
VERMONT	2,298	2,728	2,144	-154	-584	-6.70	-21.41
VIRGINIA	3,568	1,319	3,237	-331	1,918	-9.28	145.41
WASHINGTON	2,927	4,010	4,624	1,697	614	57.98	15.31
WEST VIRGINIA	1,080	1,806	1,628	548	-178	50.74	-9.86
WISCONSIN	3,930	3,423	3,602	-328	179	-8.35	5.23
WYOMING	484	360	453	-31	93	-6.40	25.83
AMERICAN SAMOA	0	55	43	43	-12	100.00	-21.82
GUAM	275	379	250	-25	-129	-9.09	-34.04
NORTHERN MARIANAS	.	62	67	.	5	.	8.06
PALAU	0	.	.	.	.	.	.
VIRGIN ISLANDS	571	140	101	-470	-39	-82.31	-27.86
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	223,832	266,344	257,637	33,805	-8,707	15.10	-3.27
50 STATES, D.C. & P.R.	222,986	265,708	257,176	34,190	-8,532	15.33	-3.21

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C9XXZZ1A)
8OCT91

TABLE AA19

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B

ALL DISABILITIES

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1989-90	NUMBER SERVED 1990-91	CHANGE IN NUMBER SERVED 1976-77 - 1990-91	CHANGE IN NUMBER SERVED 1989-90 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1989-90 - 1990-91
ALABAMA	52,796	99,337	93,253	40,457	-6,084	76.63	-6.12
ALASKA	7,384	11,111	11,418	4,034	307	54.63	2.76
ARIZONA	41,867	55,014	55,358	13,491	344	32.22	0.63
ARKANSAS	24,711	43,949	44,337	19,626	388	79.42	0.88
CALIFORNIA	326,206	444,568	465,177	138,971	20,609	42.60	4.64
COLORADO	44,301	49,955	52,249	7,948	2,294	17.94	4.59
CONNECTICUT	59,415	59,488	60,354	939	866	1.58	1.46
DELAWARE	12,453	10,863	11,222	-1,231	359	-9.89	3.30
DISTRICT OF COLUMBIA	6,341	3,013	2,421	-3,920	-592	-61.82	-19.65
FLORIDA	111,541	213,394	228,330	116,789	14,936	104.70	7.00
GEORGIA	82,857	95,595	99,173	16,316	3,578	19.69	3.74
HAWAII	9,737	12,039	12,303	2,566	264	26.35	2.19
IDAHO	14,070	21,390	21,103	7,033	-287	49.99	-1.34
ILLINOIS	208,581	202,949	203,504	-5,077	555	-2.43	0.27
INDIANA	81,639	102,419	104,908	23,269	2,489	28.50	2.43
IOWA	49,773	57,122	59,203	9,430	2,081	18.95	3.64
KANSAS	35,805	40,975	42,453	6,648	1,478	18.57	3.61
KENTUCKY	54,396	75,174	76,202	21,806	1,028	40.09	1.37
LOUISIANA	81,928	67,048	69,729	-12,199	2,681	-14.89	4.00
MAINE	22,133	26,977	26,872	4,739	-105	21.41	-0.39
MARYLAND	80,289	86,126	86,946	6,657	820	8.29	0.95
MASSACHUSETTS	118,024	134,724	136,099	18,075	1,375	15.31	1.02
MICHIGAN	140,848	149,895	158,863	18,015	8,968	12.79	5.98
MINNESOTA	70,813	79,593	78,621	7,808	-972	11.03	-1.22
MISSISSIPPI	27,638	59,044	60,166	32,528	1,122	117.69	1.90
MISSOURI	90,370	98,001	98,905	8,535	904	9.44	0.92
MONTANA	8,094	15,711	16,773	8,679	1,062	107.23	6.76
NEBRASKA	24,749	31,108	32,063	7,314	955	29.55	3.07
NEVADA	10,158	16,460	18,058	7,900	1,598	77.77	9.71
NEW HAMPSHIRE	8,674	17,458	17,860	9,186	402	105.90	2.30
NEW JERSEY	137,524	170,942	175,111	37,587	4,169	27.33	2.44
NEW MEXICO	14,498	32,964	35,748	21,250	2,784	146.57	8.45
NEW YORK	220,635	266,938	290,304	69,669	23,366	31.58	8.75
NORTH CAROLINA	91,143	117,054	120,958	29,815	3,904	32.71	3.34
NORTH DAKOTA	8,472	12,163	11,735	3,263	-428	38.52	-3.52
OHIO	154,520	191,839	196,845	42,325	5,006	27.39	2.61
OKLAHOMA	42,660	64,609	64,687	22,027	78	51.63	0.12
OREGON	33,524	45,392	46,210	12,686	818	37.84	1.80
PENNSYLVANIA	193,019	194,506	195,607	2,588	1,101	1.34	0.57
PUERTO RICO	9,763	35,268	35,129	25,366	-139	259.82	-0.39
RHODE ISLAND	14,997	19,472	20,136	5,139	664	34.27	3.41
SOUTH CAROLINA	69,448	76,287	76,730	7,282	443	10.49	0.58
SOUTH DAKOTA	9,192	14,206	14,297	5,105	91	55.54	0.64
TENNESSEE	97,165	99,939	103,757	6,592	3,818	6.78	3.82
TEXAS	217,002	321,213	335,695	118,693	14,482	54.70	4.51
UTAH	36,063	42,254	45,271	9,208	3,017	25.53	7.14
VERMONT	4,084	11,020	10,119	6,035	-901	147.77	-8.18
VIRGINIA	74,048	104,902	110,734	36,686	5,832	49.54	5.56
WASHINGTON	54,778	78,179	80,771	25,993	2,592	47.45	3.32
WEST VIRGINIA	29,055	42,034	41,507	12,452	-527	42.86	-1.25
WISCONSIN	54,089	79,272	83,328	29,239	4,056	54.06	5.12
WYOMING	6,777	10,505	10,749	3,972	244	58.61	2.32
AMERICAN SAMOA	139	342	320	181	-22	130.22	-6.43
GUAM	2,322	1,414	1,500	-822	86	-35.40	6.08
NORTHERN MARIANAS	.	150	344	.	194	.	129.33
PALAU	1,120	.	122	-998	.	-89.11	.
VIRGIN ISLANDS	1,141	1,298	1,232	91	-66	7.98	-5.08
BUR. OF INDIAN AFFAIRS	.	6,597	6,997	.	400	.	6.06
U.S. AND INSULAR AREAS	3,484,769	4,421,259	4,559,866	1,075,097	138,607	30.85	3.14
50 STATES, D.C. & P.R.	3,480,047	4,411,458	4,549,351	1,069,304	137,893	30.73	3.13

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4XXZZ1A)
8OCT91

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

ALL DISABILITIES

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1989-90	1990-91	1976-77 - 1990-91	1989-90 - 1990-91	1976-77 - 1990-91	1989-90 - 1990-91
ALABAMA	52,353	89,222	86,319	33,966	-2,903	64.88	-3.25
ALASKA	7,007	9,713	10,285	3,278	572	46.78	5.89
ARIZONA	41,123	51,436	51,441	10,318	5	25.09	0.01
ARKANSAS	24,264	40,236	40,511	16,247	275	66.96	0.68
CALIFORNIA	301,836	407,539	425,711	123,875	18,172	41.04	4.46
COLORADO	42,366	47,151	49,139	6,773	1,988	15.99	4.22
CONNECTICUT	58,171	54,669	55,169	-3,002	500	-5.16	0.91
DELAWARE	11,979	9,481	9,729	-2,250	248	-18.78	2.62
DISTRICT OF COLUMBIA	5,551	2,740	2,209	-3,342	-531	-60.21	-19.38
FLORIDA	106,268	200,838	214,809	108,541	13,971	102.14	6.96
GEORGIA	79,138	88,474	92,659	13,521	4,185	17.09	4.73
HAWAII	9,548	11,313	11,521	1,973	208	20.66	1.84
IDAHO	13,412	18,321	18,608	5,196	287	38.74	1.57
ILLINOIS	187,690	175,119	179,494	-8,196	4,375	-4.37	2.50
INDIANA	80,426	97,623	100,046	19,620	2,423	24.40	2.48
IOWA	45,929	52,030	53,798	7,869	1,768	17.13	3.40
KANSAS	33,230	38,056	39,059	5,829	1,003	17.54	2.64
KENTUCKY	52,926	66,108	66,392	13,466	284	25.44	0.43
LOUISIANA	77,169	60,991	63,377	-13,792	2,386	-17.87	3.91
MAINE	21,455	24,040	24,011	2,556	-29	11.91	-0.12
MARYLAND	79,144	79,167	79,812	668	645	0.84	0.81
MASSACHUSETTS	113,273	124,764	126,442	13,169	1,678	11.63	1.34
MICHIGAN	127,123	136,705	144,942	17,819	8,237	14.02	6.03
MINNESOTA	66,592	71,099	69,984	3,392	-1,115	5.09	-1.57
MISSISSIPPI	26,443	53,825	54,667	28,224	842	106.74	1.56
MISSOURI	84,525	94,095	94,970	10,445	875	12.36	0.93
MONTANA	7,645	14,250	15,062	7,417	812	97.02	5.70
NEBRASKA	22,256	28,531	29,565	7,309	1,034	32.84	3.62
NEVADA	9,395	15,444	16,666	7,271	1,222	77.39	7.91
NEW HAMPSHIRE	8,385	16,222	16,631	8,246	409	98.34	2.52
NEW JERSEY	132,769	157,067	160,721	27,952	3,654	21.05	2.33
NEW MEXICO	13,832	31,302	33,563	19,731	2,261	142.65	7.22
NEW YORK	214,522	244,927	264,291	49,769	19,364	23.20	7.91
NORTH CAROLINA	87,034	107,156	110,476	23,442	3,320	26.93	3.10
NORTH DAKOTA	8,070	11,063	10,765	2,695	-298	33.40	-2.69
OHIO	150,451	183,469	187,085	36,634	3,616	24.35	1.97
OKLAHOMA	39,898	59,207	59,553	19,655	346	49.26	0.58
OREGON	31,244	44,135	45,087	13,843	952	44.31	2.16
PENNSYLVANIA	182,012	178,941	181,175	-837	2,234	-0.46	1.25
PUERTO RICO	9,522	32,114	31,784	22,262	-330	233.80	-1.03
RHODE ISLAND	13,928	18,041	18,512	4,584	471	32.91	2.61
SOUTH CAROLINA	65,670	68,394	68,789	3,119	395	4.75	0.58
SOUTH DAKOTA	8,741	12,259	12,221	3,480	-38	39.81	-0.31
TENNESSEE	89,849	92,894	96,357	6,508	3,463	7.24	3.73
TEXAS	193,937	299,285	312,798	118,861	13,513	61.29	4.52
UTAH	34,585	39,462	42,112	7,527	2,650	21.76	6.72
VERMONT	3,549	10,446	9,584	6,035	-862	170.05	-8.25
VIRGINIA	69,817	95,984	100,923	31,106	4,939	44.55	5.15
WASHINGTON	53,248	69,139	71,937	18,689	2,798	35.10	4.05
WEST VIRGINIA	28,221	39,260	38,974	10,753	-286	38.10	-0.73
WISCONSIN	50,058	69,507	73,003	22,945	3,496	45.84	5.03
WYOMING	6,440	9,352	9,530	3,090	178	47.98	1.90
AMERICAN SAMOA	131	300	272	141	-28	107.63	-9.33
GUAM	2,279	1,282	1,313	-966	31	-42.39	2.42
NORTHERN MARIANAS	.	129	133	.	4	.	3.10
PALAU	983	.	109	-874	.	-88.91	.
VIRGIN ISLANDS	1,141	1,220	1,177	36	-43	3.16	-3.52
BUR. OF INDIAN AFFAIRS	.	5,729	5,905	.	176	.	3.07
U.S. AND INSULAR AREAS	3,288,553	4,061,266	4,191,177	902,624	129,911	27.45	3.20
50 STATES, D.C. & P.R.	3,284,019	4,052,606	4,182,268	898,249	129,662	27.35	3.20

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
8OCT91

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER SERVED 1976-77	 1989-90	 1990-91	CHANGE IN NUMBER SERVED 1976-77 - 1990-91	 1989-90 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1990-91	 1989-90 - 1990-91
ALABAMA	5,407	32,130	33,105	27,698	975	512.26	3.03
ALASKA	3,873	5,987	6,576	2,703	589	69.79	9.84
ARIZONA	17,161	30,279	30,295	13,134	16	76.53	0.05
ARKANSAS	5,061	22,586	23,403	18,342	817	362.42	3.62
CALIFORNIA	73,416	246,205	260,281	186,865	14,076	254.53	5.72
COLORADO	16,360	24,791	26,499	10,139	1,708	61.97	6.89
CONNECTICUT	19,065	29,955	30,148	11,083	193	58.13	0.64
DELAWARE	4,345	5,932	6,339	1,994	407	45.89	6.86
DISTRICT OF COLUMBIA	1,591	1,733	1,556	-35	-177	-2.20	-10.21
FLORIDA	31,687	88,896	96,703	65,016	7,807	205.18	8.78
GEORGIA	15,558	27,029	29,310	13,752	2,281	88.39	8.44
HAWAII	4,867	6,642	6,732	1,865	90	38.32	1.36
IDAHO	5,551	10,907	11,262	5,711	355	102.88	3.25
ILLINOIS	51,644	94,567	96,931	45,287	2,364	87.69	2.50
INDIANA	5,381	39,770	42,359	36,978	2,589	687.20	6.51
IOWA	17,173	23,839	25,078	7,905	1,239	46.03	5.20
KANSAS	8,240	16,668	14,956	6,716	-1,712	81.50	-10.27
KENTUCKY	7,399	22,449	23,013	15,614	564	211.03	2.51
LOUISIANA	10,662	26,157	27,803	17,141	1,646	160.77	6.29
MAINE	7,125	11,103	11,322	4,197	219	58.91	1.97
MARYLAND	28,938	41,770	41,883	12,945	113	44.73	0.27
MASSACHUSETTS	17,795	45,775	46,633	28,838	858	162.06	1.87
MICHIGAN	27,226	68,514	71,988	44,762	3,474	164.41	5.07
MINNESOTA	21,236	32,842	31,823	10,587	-1,019	49.85	-3.10
MISSISSIPPI	2,728	27,051	27,909	25,181	858	923.06	3.17
MISSOURI	21,988	46,587	47,812	25,824	1,225	117.45	2.63
MONTANA	2,765	8,040	8,547	5,782	507	209.11	6.31
NEBRASKA	5,360	12,637	13,458	8,098	821	151.08	6.50
NEVADA	4,646	9,200	10,030	5,384	830	115.88	9.02
NEW HAMPSHIRE	3,059	10,308	10,455	7,396	147	241.78	1.43
NEW JERSEY	32,680	82,551	85,412	52,732	2,861	161.36	3.47
NEW MEXICO	6,137	15,180	16,599	10,462	1,419	170.47	9.35
NEW YORK	33,880	160,259	166,476	132,596	6,217	391.37	3.88
NORTH CAROLINA	17,501	48,922	51,466	33,965	2,544	194.07	5.20
NORTH DAKOTA	2,378	5,410	5,421	3,043	11	127.96	0.20
OHIO	32,334	74,068	75,573	43,239	1,505	133.73	2.03
OKLAHOMA	14,776	28,873	30,048	15,272	1,175	103.36	4.07
OREGON	10,905	26,368	27,431	16,526	1,063	151.55	4.03
PENNSYLVANIA	19,451	80,438	81,557	62,106	1,119	319.29	1.39
PUERTO RICO	972	10,015	9,944	8,972	-71	923.05	-0.71
RHODE ISLAND	4,430	12,094	12,231	7,801	137	176.09	1.13
SOUTH CAROLINA	10,777	28,246	28,869	18,092	623	167.88	2.21
SOUTH DAKOTA	1,166	5,784	5,889	4,723	105	405.06	1.82
TENNESSEE	34,923	49,832	52,184	17,261	2,352	49.43	4.72
TEXAS	48,469	173,936	184,248	135,779	10,312	280.14	5.93
UTAH	13,194	18,900	21,630	8,436	2,730	63.94	14.44
VERMONT	1,925	5,567	5,160	3,235	-407	168.05	-7.31
VIRGINIA	15,928	50,192	52,873	36,945	2,681	231.95	5.34
WASHINGTON	10,016	36,959	37,027	27,011	68	269.68	0.18
WEST VIRGINIA	5,713	18,230	18,168	12,455	-62	218.01	-0.34
WISCONSIN	14,199	23,723	24,580	10,381	857	73.11	3.61
WYOMING	3,034	5,168	5,316	2,282	148	75.21	2.86
AMERICAN SAMOA	37	0	0	-37	0	-100.00	.
GUAM	148	909	986	838	77	566.22	8.47
NORTHERN MARIANAS	.	79	69	.	-10	.	-12.66
PALAU	257	.	50	-207	.	-80.54	.
VIRGIN ISLANDS	176	381	296	120	-85	68.18	-22.31
BUR. OF INDIAN AFFAIRS	.	3,515	3,375	.	-140	.	-3.98
U.S. AND INSULAR AREAS	782,713	2,035,948	2,117,087	1,334,374	81,139	170.48	3.99
50 STATES, D.C. & P.R.	782,095	2,031,064	2,112,311	1,330,216	81,247	170.08	4.00

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1989-90	NUMBER SERVED 1990-91	CHANGE IN NUMBER SERVED 1976-77 - 1990-91	CHANGE IN NUMBER SERVED 1989-90 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1989-90 - 1990-91
ALABAMA	14,010	21,525	19,682	5,672	-1,843	40.49	-8.56
ALASKA	1,621	2,299	2,256	635	-43	39.17	-1.87
ARIZONA	11,282	10,461	10,542	-740	81	-6.56	0.77
ARKANSAS	6,856	6,868	6,692	-164	-176	-2.39	-2.56
CALIFORNIA	109,617	94,140	96,116	-13,501	1,976	-12.32	2.10
COLORADO	12,358	7,933	7,987	-4,371	54	-35.37	0.68
CONNECTICUT	15,914	8,957	9,201	-6,713	244	-42.18	2.72
DELAWARE	3,003	1,765	1,968	-1,035	203	-34.47	11.50
DISTRICT OF COLUMBIA	1,989	639	462	-1,527	-177	-76.77	-27.70
FLORIDA	33,035	60,858	64,111	31,076	3,253	94.07	5.35
GEORGIA	21,181	19,832	20,735	-446	903	-2.11	4.55
HAWAII	2,359	2,126	2,122	-237	-4	-10.05	-0.19
IDAHO	3,031	3,501	3,435	404	-66	13.33	-1.89
ILLINOIS	66,172	52,153	53,457	-12,715	1,304	-19.22	2.50
INDIANA	47,848	35,240	34,824	-13,024	-416	-27.22	-1.18
IOWA	14,698	9,198	9,079	-5,619	-119	-38.23	-1.29
KANSAS	13,378	10,399	10,564	-2,814	165	-21.03	1.59
KENTUCKY	20,579	20,958	20,887	308	-71	1.50	-0.34
LOUISIANA	39,980	17,913	17,726	-22,254	-187	-55.66	-1.04
MAINE	5,595	5,691	5,715	120	24	2.14	0.42
MARYLAND	29,678	22,722	22,657	-7,021	-65	-23.66	-0.29
MASSACHUSETTS	33,665	26,881	27,010	-6,655	129	-19.77	0.48
MICHIGAN	56,929	32,695	32,951	-23,978	256	-42.12	0.78
MINNESOTA	23,621	13,558	12,825	-10,796	-733	-45.71	-5.41
MISSISSIPPI	8,923	17,389	17,624	8,701	235	97.51	1.35
MISSOURI	32,199	24,649	24,196	-8,003	-453	-24.85	-1.84
MONTANA	2,336	3,677	3,822	1,486	145	63.61	3.94
NEBRASKA	8,319	7,649	7,738	-581	89	-6.98	1.16
NEVADA	2,743	3,335	3,554	811	219	29.57	6.57
NEW HAMPSHIRE	1,239	2,888	3,128	1,889	240	152.46	8.31
NEW JERSEY	65,675	48,444	48,534	-17,141	90	-26.10	0.19
NEW MEXICO	1,709	9,259	10,019	8,310	760	486.25	8.21
NEW YORK	59,238	20,116	23,219	-36,019	3,103	-60.80	15.43
NORTH CAROLINA	23,653	22,987	23,983	330	996	1.40	4.33
NORTH DAKOTA	3,706	3,605	3,469	-237	-136	-6.40	-3.77
OHIO	55,467	49,513	50,009	-5,458	496	-9.84	1.00
OKLAHOMA	11,955	15,660	14,590	2,635	-1,070	22.04	-6.83
OREGON	9,691	12,458	12,655	2,964	197	30.59	1.58
PENNSYLVANIA	91,348	51,337	52,769	-38,579	1,432	-42.23	2.79
PUERTO RICO	187	1,277	1,325	1,138	48	608.56	3.76
RHODE ISLAND	4,662	3,063	3,338	-1,324	275	-28.40	8.98
SOUTH CAROLINA	20,371	17,968	18,326	-2,045	358	-10.04	1.99
SOUTH DAKOTA	5,667	3,852	3,843	-1,824	-9	-32.19	-0.23
TENNESSEE	25,444	22,400	23,557	-1,887	1,157	-7.42	5.17
TEXAS	65,363	60,141	60,472	-4,891	331	-7.48	0.55
UTAH	5,951	7,213	7,299	1,348	86	22.65	1.19
VERMONT	1,405	3,024	2,440	1,035	-584	73.67	-19.31
VIRGINIA	27,267	22,241	23,227	-4,040	986	-14.82	4.43
WASHINGTON	24,001	12,773	13,971	-10,030	1,198	-41.79	9.38
WEST VIRGINIA	9,335	10,029	10,392	1,057	363	11.32	3.62
WISCONSIN	12,696	13,425	14,349	1,653	924	13.02	6.88
WYOMING	1,582	2,498	2,445	863	-53	54.55	-2.12
AMERICAN SAMOA	0	127	105	105	-22	100.00	-17.32
GUAM	481	110	155	-326	45	-67.78	40.91
NORTHERN MARIANAS	.	13	19	.	6	.	46.15
PALAU	41	.	8	-33	.	-80.49	.
VIRGIN ISLANDS	325	277	219	-106	-58	-32.62	-20.94
BUR. OF INDIAN AFFAIRS	.	1,200	1,404	.	204	.	17.00
U.S. AND INSULAR AREAS	1,171,378	962,909	979,207	-192,171	16,298	-16.41	1.69
50 STATES, D.C. & P.R.	1,170,531	961,182	977,297	-193,234	16,115	-16.51	1.68

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

MENTAL RETARDATION

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1989-90	NUMBER SERVED 1990-91	CHANGE IN NUMBER SERVED 1976-77 - 1990-91	CHANGE IN NUMBER SERVED 1989-90 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1989-90 - 1990-91
ALABAMA	30,650	26,716	25,187	-5,463	-1,529	-17.82	-5.72
ALASKA	860	316	309	-551	-7	-64.07	-2.22
ARIZONA	7,821	4,912	4,718	-3,103	-194	-39.68	-3.95
ARKANSAS	11,538	9,499	9,087	-2,451	-412	-21.24	-4.34
CALIFORNIA	37,439	23,172	23,939	-13,500	767	-36.06	3.31
COLORADO	6,518	2,312	2,213	-4,305	-99	-66.05	-4.28
CONNECTICUT	8,479	3,447	3,379	-5,100	-68	-60.15	-1.97
DELAWARE	2,207	564	566	-1,641	2	-74.35	0.35
DISTRICT OF COLUMBIA	1,251	230	80	-1,171	-150	-93.61	-65.22
FLORIDA	29,603	21,567	22,626	-6,977	1,059	-23.57	4.91
GEORGIA	30,276	21,837	21,935	-8,341	98	-27.55	0.45
HAWAII	1,970	1,049	1,079	-891	30	-45.23	2.86
IDAHO	3,306	2,661	2,645	-661	-16	-19.99	-0.60
ILLINOIS	39,109	13,485	13,823	-25,286	338	-64.66	2.51
INDIANA	23,631	16,160	15,765	-7,866	-395	-33.29	-2.44
IOWA	11,588	10,158	10,294	-1,294	136	-11.17	1.34
KANSAS	7,709	5,199	3,509	-4,200	-1,690	-54.48	-32.51
KENTUCKY	20,566	17,560	17,343	-3,223	-217	-15.67	-1.24
LOUISIANA	20,419	9,353	9,559	-10,860	206	-53.19	2.20
MAINE	4,785	2,159	1,853	-2,932	-306	-61.27	-14.17
MARYLAND	15,269	5,132	5,061	-10,208	-71	-66.85	-1.38
MASSACHUSETTS	28,318	26,894	27,284	-1,034	390	-3.65	1.45
MICHIGAN	23,110	12,353	14,895	-8,215	2,542	-35.55	20.58
MINNESOTA	13,691	10,155	9,693	-3,998	-462	-29.20	-4.55
MISSISSIPPI	14,169	7,688	7,326	-6,843	-362	-48.30	-4.71
MISSOURI	21,845	12,158	11,693	-10,152	-465	-46.47	-3.82
MONTANA	1,784	1,062	1,058	-726	-4	-40.70	-0.38
NEBRASKA	7,046	4,125	4,115	-2,931	-10	-41.60	-0.24
NEVADA	1,188	1,112	1,190	2	78	0.17	7.01
NEW HAMPSHIRE	2,303	700	687	-1,616	-13	-70.17	-1.86
NEW JERSEY	17,791	4,513	4,276	-13,515	-237	-75.97	-5.25
NEW MEXICO	4,140	1,967	1,875	-2,265	-92	-54.71	-4.68
NEW YORK	45,211	17,363	17,160	-28,051	-203	-62.04	-1.17
NORTH CAROLINA	41,965	20,470	19,575	-22,390	-895	-53.35	-4.37
NORTH DAKOTA	1,601	1,288	1,156	-445	-132	-27.80	-10.25
OHIO	54,567	41,056	40,967	-13,600	-89	-24.92	-0.22
OKLAHOMA	11,579	11,062	11,039	-540	-23	-4.66	-0.21
OREGON	5,137	1,498	1,472	-3,665	-26	-71.35	-1.74
PENNSYLVANIA	49,093	28,603	27,465	-21,628	-1,138	-44.06	-3.98
PUERTO RICO	7,263	15,587	15,598	8,335	11	114.76	0.07
RHODE ISLAND	2,113	948	961	-1,152	13	-54.52	1.37
SOUTH CAROLINA	27,468	14,130	13,889	-13,579	-241	-49.44	-1.71
SOUTH DAKOTA	1,310	1,427	1,321	11	-106	0.84	-7.43
TENNESSEE	22,004	12,686	12,304	-9,700	-382	-44.08	-3.01
TEXAS	36,422	22,127	22,058	-14,364	-69	-39.44	-0.31
UTAH	4,436	2,992	2,964	-1,472	-28	-33.18	-0.94
VERMONT	83	721	887	804	166	968.67	23.02
VIRGINIA	20,244	12,450	12,370	-7,874	-80	-38.90	-0.64
WASHINGTON	9,383	6,779	6,859	-2,524	80	-26.90	1.18
WEST VIRGINIA	11,279	7,958	7,565	-3,714	-393	-32.93	-4.94
WISCONSIN	16,217	4,508	4,315	-11,902	-193	-73.39	-4.28
WYOMING	964	593	607	-357	14	-37.03	2.36
AMERICAN SAMOA	65	159	151	86	-8	132.31	-5.03
GUAM	512	227	129	-383	-98	-74.80	-43.17
NORTHERN MARIANAS	.	6	10	.	4	.	66.67
PALAU	495	.	10	-485	.	-97.98	.
VIRGIN ISLANDS	500	457	578	78	121	15.60	26.48
BUR. OF INDIAN AFFAIRS	.	397	405	.	8	.	2.02
U.S. AND INSULAR AREAS	820,290	505,707	500,877	-319,413	-4,830	-38.94	-0.96
50 STATES, D.C. & P.R.	818,718	504,461	499,594	-319,124	-4,867	-38.98	-0.96

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4CBZZIA)
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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1989-90	NUMBER SERVED 1990-91	CHANGE IN NUMBER SERVED 1976-77 - 1990-91	CHANGE IN NUMBER SERVED 1989-90 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1989-90 - 1990-91
ALABAMA	803	5,688	5,060	4,257	-628	530.14	-11.04
ALASKA	234	492	510	276	18	117.95	3.66
ARIZONA	3,576	3,145	3,054	-522	-91	-14.60	-2.89
ARKANSAS	185	251	251	66	0	35.68	0.00
CALIFORNIA	20,766	11,515	12,344	-8,422	829	-40.56	7.20
COLORADO	4,434	8,376	8,427	3,993	51	90.05	0.61
CONNECTICUT	9,969	10,378	10,293	324	-85	3.25	-0.82
DELAWARE	2,366	1,015	727	-1,639	-288	-69.27	-28.37
DISTRICT OF COLUMBIA	447	78	62	-385	-16	-86.13	-20.51
FLORIDA	7,009	22,775	24,738	17,729	1,963	252.95	8.62
GEORGIA	8,271	17,593	18,343	10,072	750	121.77	4.26
HAWAII	136	806	868	732	62	538.24	7.69
IDAHO	505	466	375	-130	-91	-25.74	-19.53
ILLINOIS	24,803	11,225	11,506	-13,297	281	-53.61	2.50
INDIANA	1,073	4,584	5,062	3,989	478	371.76	10.43
IOWA	1,520	6,496	6,998	5,478	502	360.39	7.73
KANSAS	1,626	4,149	3,617	1,991	-532	122.45	-12.82
KENTUCKY	1,448	2,852	2,909	1,461	57	100.90	2.00
LOUISIANA	3,257	3,532	3,888	631	356	19.37	10.08
MAINE	2,501	3,570	3,541	1,040	-29	41.58	-0.81
MARYLAND	2,906	4,130	4,387	1,481	257	50.96	6.22
MASSACHUSETTS	19,676	17,631	17,821	-1,855	190	-9.43	1.08
MICHIGAN	11,947	16,331	17,001	5,054	670	42.30	4.10
MINNESOTA	4,237	11,227	12,170	7,933	943	187.23	8.40
MISSISSIPPI	38	233	232	194	-1	510.53	-0.43
MISSOURI	4,723	8,224	8,494	3,771	270	79.84	3.28
MONTANA	280	683	765	485	82	173.21	12.01
NEBRASKA	892	2,309	2,343	1,451	34	162.67	1.47
NEVADA	280	918	955	675	37	241.07	4.03
NEW HAMPSHIRE	465	1,688	1,702	1,237	14	266.02	0.83
NEW JERSEY	10,421	13,472	13,614	3,193	142	30.64	1.05
NEW MEXICO	1,225	3,055	3,238	2,013	183	164.33	5.99
NEW YORK	40,906	34,957	40,798	-108	5,841	-0.26	16.71
NORTH CAROLINA	1,420	9,009	9,238	7,818	229	550.56	2.54
NORTH DAKOTA	164	460	437	273	-23	166.46	-5.00
OHIO	1,574	7,784	8,745	7,171	961	455.59	12.35
OKLAHOMA	402	1,401	1,597	1,195	196	297.26	13.99
OREGON	2,096	2,343	2,301	205	-42	9.78	-1.79
PENNSYLVANIA	7,168	14,587	15,196	8,028	609	112.00	4.17
PUERTO RICO	306	884	834	528	-50	172.55	-5.66
RHODE ISLAND	887	1,310	1,333	446	23	50.28	1.76
SOUTH CAROLINA	3,961	5,650	5,443	1,482	-207	37.41	-3.66
SOUTH DAKOTA	110	424	370	260	-54	236.36	-12.74
TENNESSEE	1,936	2,169	2,309	373	140	19.27	6.45
TEXAS	8,127	24,681	26,472	18,345	1,791	225.73	7.26
UTAH	10,030	8,458	8,140	-1,890	-318	-18.84	-3.76
VERMONT	38	731	725	687	-6	1,807.89	-0.82
VIRGINIA	3,205	7,734	8,398	5,193	664	162.03	8.59
WASHINGTON	5,721	4,327	4,520	-1,201	193	-20.99	4.46
WEST VIRGINIA	585	2,181	2,073	1,488	-108	254.36	-4.95
WISCONSIN	4,299	10,331	10,890	6,591	559	153.31	5.41
WYOMING	389	547	582	193	35	49.61	6.40
AMERICAN SAMOA	0	0	0	0	0	.	.
GUAM	23	1	0	-23	-1	-100.00	-100.00
NORTHERN MARIANAS	.	2	3	.	1	.	50.00
PALAU	70	.	0	-70	.	-100.00	.
VIRGIN ISLANDS	45	30	19	-26	-11	-57.78	-36.67
BUR. OF INDIAN AFFAIRS	.	319	332	.	13	.	4.08
U.S. AND INSULAR AREAS	245,481	339,207	356,050	110,569	16,843	45.04	4.97
50 STATES, D.C. & P.R.	245,343	338,855	355,696	110,353	16,841	44.98	4.97

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4CBZZIA)
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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

HEARING IMPAIRMENTS

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1989-90	NUMBER SERVED 1990-91	CHANGE IN NUMBER SERVED 1976-77 - 1990-91	CHANGE IN NUMBER SERVED 1989-90 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1989-90 - 1990-91
ALABAMA	334	725	753	419	28	125.45	3.86
ALASKA	266	106	99	-167	-7	-62.78	-6.60
ARIZONA	371	577	632	261	55	70.35	9.53
ARKANSAS	160	305	286	126	-19	78.75	-6.23
CALIFORNIA	5,524	6,046	6,194	670	148	12.13	2.45
COLORADO	881	638	647	-234	9	-26.56	1.41
CONNECTICUT	1,154	541	596	-558	55	-48.35	10.17
DELAWARE	28	78	68	40	-10	142.86	-12.82
DISTRICT OF COLUMBIA	203	44	9	-194	-35	-95.57	-79.55
FLORIDA	1,366	956	1,092	-274	136	-20.06	14.23
GEORGIA	1,396	771	811	-585	40	-41.91	5.19
HAWAII	160	217	223	63	6	39.37	2.76
IDAHO	238	248	227	-11	-21	-4.62	-8.47
ILLINOIS	1,508	1,121	1,148	-360	27	-23.87	2.41
INDIANA	880	670	746	-134	76	-15.23	11.34
IOWA	506	635	664	158	29	31.23	4.57
KANSAS	1,497	418	228	-1,269	-190	-84.77	-45.45
KENTUCKY	721	485	490	-231	5	-32.04	1.03
LOUISIANA	710	887	904	194	17	27.32	1.92
MAINE	391	234	233	-158	-1	-40.41	-0.43
MARYLAND	1,031	853	844	-187	-9	-18.14	-1.06
MASSACHUSETTS	5,188	1,563	1,587	-3,601	24	-69.41	1.54
MICHIGAN	2,498	2,226	2,285	-213	59	-8.53	2.65
MINNESOTA	1,168	1,208	1,219	51	11	4.37	0.91
MISSISSIPPI	347	320	338	-9	18	-2.59	5.62
MISSOURI	1,040	734	781	-259	47	-24.90	6.40
MONTANA	232	131	156	-76	25	-32.76	19.08
NEBRASKA	268	458	444	176	-14	65.67	-3.06
NEVADA	135	145	159	24	14	17.78	9.66
NEW HAMPSHIRE	261	50	50	-211	0	-80.84	0.00
NEW JERSEY	2,104	1,052	1,042	-1,062	-10	-50.48	-0.95
NEW MEXICO	179	362	303	124	-59	69.27	-16.30
NEW YORK	4,114	2,151	2,381	-1,733	230	-42.12	10.69
NORTH CAROLINA	926	1,333	1,370	444	37	47.95	2.78
NORTH DAKOTA	76	123	110	34	-13	44.74	-10.57
OHIO	2,241	1,957	2,052	-189	95	-8.43	4.85
OKLAHOMA	449	520	499	50	-21	11.14	-4.04
OREGON	517	175	94	-423	-81	-81.82	-46.29
PENNSYLVANIA	3,842	2,243	2,388	-1,454	145	-37.84	6.46
PUERTO RICO	590	1,064	905	315	-159	53.39	-14.94
RHODE ISLAND	176	143	144	-32	1	-18.18	0.70
SOUTH CAROLINA	1,100	812	851	-249	39	-22.64	4.80
SOUTH DAKOTA	74	193	198	124	5	167.57	2.59
TENNESSEE	1,575	961	985	-590	24	-37.46	2.50
TEXAS	2,000	1,052	1,257	-743	205	-37.15	19.49
UTAH	385	225	244	-141	19	-36.62	8.44
VERMONT	27	131	109	82	-22	303.70	-16.79
VIRGINIA	1,130	984	1,015	-115	31	-10.18	3.15
WASHINGTON	1,852	1,446	1,645	-207	199	-11.18	13.76
WEST VIRGINIA	342	270	281	-61	11	-17.84	4.07
WISCONSIN	826	207	245	-581	38	-70.34	18.36
WYOMING	129	124	130	1	6	0.78	4.84
AMERICAN SAMOA	23	13	14	-9	1	-39.13	7.69
GUAM	1,087	0	0	-1,087	0	-100.00	.
NORTHERN MARIANAS	.	20	19	.	-1	.	-5.00
PALAU	53	.	10	-43	.	-81.13	.
VIRGIN ISLANDS	63	20	22	-41	2	-65.08	10.00
BUR. OF INDIAN AFFAIRS	.	53	91	.	38	.	71.70
U.S. AND INSULAR AREAS	56,342	41,024	42,317	-14,025	1,293	-24.89	3.15
50 STATES, D.C. & P.R.	55,116	40,918	42,161	-12,955	1,243	-23.50	3.04

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4CB221A)
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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

MULTIPLE DISABILITIES

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1989-90	1990-91	1976-77 - 1990-91	1989-90 - 1990-91	1976-77 - 1990-91	1989-90 - 1990-91
ALABAMA	.	919	955	.	36	.	3.92
ALASKA	.	277	315	.	38	.	13.72
ARIZONA	.	1,209	1,329	.	120	.	9.93
ARKANSAS	.	259	303	.	44	.	16.99
CALIFORNIA	.	5,472	5,549	.	77	.	1.41
COLORADO	.	2,226	2,473	.	247	.	11.10
CONNECTICUT	.	771	899	.	128	.	16.60
DELAWARE	.	24	1	.	-23	.	-95.83
DISTRICT OF COLUMBIA	.	5	14	.	9	.	180.00
FLORIDA	.	0	0	.	0	.	.
GEORGIA	.	0	0	.	0	.	.
HAWAII	.	119	121	.	2	.	1.68
IDAHO	.	8	122	.	114	.	1,425.00
ILLINOIS	.	0	0	.	0	.	.
INDIANA	.	321	343	.	22	.	6.85
IOWA	.	575	570	.	-5	.	-0.87
KANSAS	.	352	5,462	.	5,110	.	1,451.70
KENTUCKY	.	784	800	.	16	.	2.04
LOUISIANA	.	508	524	.	16	.	3.15
MAINE	.	772	824	.	52	.	6.74
MARYLAND	.	2,738	3,059	.	321	.	11.72
MASSACHUSETTS	.	2,631	2,669	.	38	.	1.44
MICHIGAN	.	84	696	.	612	.	728.57
MINNESOTA	.	156	0	.	-156	.	-100.00
MISSISSIPPI	.	256	253	.	-3	.	-1.17
MISSOURI	.	418	542	.	124	.	29.67
MONTANA	.	287	372	.	85	.	29.62
NEBRASKA	.	405	419	.	14	.	3.46
NEVADA	.	289	260	.	-29	.	-10.03
NEW HAMPSHIRE	.	98	85	.	-13	.	-13.27
NEW JERSEY	.	5,914	6,761	.	847	.	14.32
NEW MEXICO	.	596	664	.	68	.	11.41
NEW YORK	.	5,166	8,415	.	3,249	.	62.89
NORTH CAROLINA	.	924	933	.	9	.	0.97
NORTH DAKOTA	.	0	0	.	0	.	.
OHIO	.	4,703	5,146	.	443	.	9.42
OKLAHOMA	.	1,043	1,072	.	29	.	2.78
OREGON	.	0	0	.	0	.	.
PENNSYLVANIA	.	0	78	.	78	.	100.00
PUERTO RICO	.	1,610	1,258	.	-352	.	-21.86
RHODE ISLAND	.	69	74	.	5	.	7.25
SOUTH CAROLINA	.	366	162	.	-204	.	-55.74
SOUTH DAKOTA	.	343	351	.	8	.	2.33
TENNESSEE	.	1,356	1,426	.	70	.	5.16
TEXAS	.	3,171	2,736	.	-435	.	-13.72
UTAH	.	983	1,057	.	74	.	7.53
VERMONT	.	23	40	.	17	.	73.91
VIRGINIA	.	940	1,367	.	427	.	45.43
WASHINGTON	.	1,597	1,812	.	215	.	13.46
WEST VIRGINIA	.	0	0	.	0	.	.
WISCONSIN	.	16,480	17,715	.	1,235	.	7.49
WYOMING	.	0	0	.	0	.	.
AMERICAN SAMOA	.	1	2	.	1	.	100.00
GUAM	.	0	0	.	0	.	.
NORTHERN MARIANAS	.	3	3	.	0	.	0.00
PALAU	.	.	3	.	.	.	.
VIRGIN ISLANDS	.	23	22	.	-1	.	-4.35
BUR. OF INDIAN AFFAIRS	.	177	216	.	39	.	22.03
U.S. AND INSULAR AREAS	.	67,451	80,272	.	12,821	.	19.01
50 STATES, D.C. & P.R.	.	67,247	80,026	.	12,779	.	19.00

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4CBZZ1A)
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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1989-90	NUMBER SERVED 1990-91	CHANGE IN NUMBER SERVED 1976-77 - 1990-91	CHANGE IN NUMBER SERVED 1989-90 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1989-90 - 1990-91
ALABAMA	591	493	449	-142	-44	-24.03	-8.92
ALASKA	34	71	62	28	-9	82.35	-12.68
ARIZONA	300	512	539	239	27	79.67	5.27
ARKANSAS	165	86	97	-68	11	-41.21	12.79
CALIFORNIA	25,136	6,839	7,152	-17,984	313	-71.55	4.58
COLORADO	1,478	652	668	-810	16	-54.80	2.45
CONNECTICUT	924	228	256	-668	28	-72.29	12.28
DELAWARE	9	33	30	21	-3	233.33	-9.09
DISTRICT OF COLUMBIA	10	8	4	-6	-4	-60.00	-50.00
FLORIDA	1,809	2,413	2,620	811	207	44.83	8.58
GEORGIA	599	606	647	48	41	8.01	6.77
HAWAII	16	122	122	106	0	662.50	0.00
IDAHO	555	227	182	-373	-45	-67.21	-19.82
ILLINOIS	955	1,104	1,131	176	27	18.43	2.45
INDIANA	545	424	473	-72	49	-13.21	11.56
IOWA	338	975	955	617	-20	182.54	-2.05
KANSAS	255	339	310	55	-29	21.57	-8.55
KENTUCKY	385	385	348	-37	-37	-9.61	-9.61
LOUISIANA	349	837	903	554	66	158.74	7.89
MAINE	250	171	164	-86	-7	-34.40	-4.09
MARYLAND	755	520	548	-207	28	-27.42	5.38
MASSACHUSETTS	4,339	1,052	1,066	-3,273	14	-75.43	1.33
MICHIGAN	3,050	3,686	3,868	818	182	26.82	4.94
MINNESOTA	818	1,185	1,175	357	-10	43.64	-0.84
MISSISSIPPI	51	756	850	799	94	1,566.67	12.43
MISSOURI	1,005	718	732	-273	14	-27.16	1.95
MONTANA	56	106	74	18	-32	32.14	-30.19
NEBRASKA	231	351	346	115	-5	49.78	-1.42
NEVADA	163	251	275	112	24	68.71	9.56
NEW HAMPSHIRE	152	127	121	-31	-6	-20.39	-4.72
NEW JERSEY	1,644	513	508	-1,136	-5	-69.10	-0.97
NEW MEXICO	342	553	554	212	1	61.99	0.18
NEW YORK	4,235	1,079	1,282	-2,953	203	-69.73	18.81
NORTH CAROLINA	647	854	922	275	68	42.50	7.96
NORTH DAKOTA	65	69	65	0	-4	0.00	-5.80
OHIO	2,605	3,620	3,804	1,199	184	46.03	5.08
OKLAHOMA	431	279	273	-158	-6	-36.66	-2.15
OREGON	548	505	420	-128	-85	-23.36	-16.83
PENNSYLVANIA	2,537	708	671	-1,866	-37	-73.55	-5.23
PUERTO RICO	86	324	488	402	164	467.44	50.62
RHODE ISLAND	160	141	129	-31	-12	-19.37	-8.51
SOUTH CAROLINA	752	738	763	11	25	1.46	3.39
SOUTH DAKOTA	93	112	120	27	8	29.03	7.14
TENNESSEE	1,111	958	972	-139	14	-12.51	1.46
TEXAS	6,257	3,533	3,784	-2,473	251	-39.52	7.10
UTAH	245	186	189	-56	3	-22.86	1.61
VERMONT	15	79	65	50	-14	333.33	-17.72
VIRGINIA	787	668	701	-86	33	-10.93	4.94
WASHINGTON	1,288	910	952	-336	42	-26.09	4.62
WEST VIRGINIA	333	279	264	-69	-15	-20.72	-5.38
WISCONSIN	987	410	443	-544	33	-55.12	8.05
WYOMING	75	140	158	83	18	110.67	12.86
AMERICAN SAMOA	0	0	0	0	0	.	.
GUAM	2	22	24	22	2	1,100.00	9.09
NORTHERN MARIANAS	.	5	8	.	3	.	60.00
PALAU	4	.	2	-2	.	-50.00	.
VIRGIN ISLANDS	21	4	5	-16	1	-76.19	25.00
BUR. OF INDIAN AFFAIRS	.	18	30	.	12	.	66.67
U.S. AND INSULAR AREAS	70,593	41,984	43,763	-26,830	1,779	-38.01	4.24
50 STATES, D.C. & P.R.	70,566	41,935	43,694	-26,872	1,759	-38.08	4.19

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4CB221A)
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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1989-90	NUMBER SERVED 1990-91	CHANGE IN NUMBER SERVED 1976-77 - 1990-91	CHANGE IN NUMBER SERVED 1989-90 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1989-90 - 1990-91
ALABAMA	392	716	795	403	79	102.81	11.03
ALASKA	68	128	130	62	2	91.18	1.56
ARIZONA	427	90	63	-364	-27	-85.25	-30.00
ARKANSAS	207	313	320	113	7	54.59	2.24
CALIFORNIA	27,198	11,510	11,348	-15,850	-162	-58.28	-1.41
COLORADO	0	0	0	0	0	.	.
CONNECTICUT	2,149	364	372	-1,777	8	-82.69	2.20
DELAWARE	15	60	20	5	-40	33.33	-66.67
DISTRICT OF COLUMBIA	45	0	0	-45	0	-100.00	.
FLORIDA	1,187	2,624	2,126	939	-498	79.11	-18.98
GEORGIA	1,271	440	539	-732	99	-57.59	22.50
HAWAII	16	177	201	185	24	1,156.25	13.56
IDAHO	103	228	288	185	60	179.61	26.32
ILLINOIS	2,681	901	923	-1,758	22	-65.57	2.44
INDIANA	697	104	121	-576	17	-82.64	16.35
IOWA	1	0	0	-1	0	-100.00	.
KANSAS	310	369	275	-35	-94	-11.29	-25.47
KENTUCKY	1,521	261	268	-1,253	7	-82.38	2.68
LOUISIANA	1,523	1,447	1,729	206	282	13.53	19.49
MAINE	644	246	265	-379	19	-58.85	7.72
MARYLAND	93	975	1,029	936	54	1,006.45	5.54
MASSACHUSETTS	2,288	1,517	1,537	-751	20	-32.82	1.32
MICHIGAN	1,338	131	551	-787	420	-58.82	320.61
MINNESOTA	1,348	465	776	-572	311	-42.43	66.88
MISSISSIPPI	149	0	0	-149	0	-100.00	.
MISSOURI	1,284	292	366	-918	74	-71.50	25.34
MONTANA	85	200	195	110	-5	129.41	-2.50
NEBRASKA	43	426	530	487	104	1,132.56	24.41
NEVADA	176	115	161	-15	46	-8.52	40.00
NEW HAMPSHIRE	807	353	397	-410	44	-50.81	12.46
NEW JERSEY	1,896	494	466	-1,430	-28	-75.42	-5.67
NEW MEXICO	22	129	157	135	28	613.64	21.71
NEW YORK	23,321	2,789	3,480	-19,841	691	-85.08	24.78
NORTH CAROLINA	401	2,117	2,397	1,996	280	497.76	13.23
NORTH DAKOTA	45	62	65	20	3	44.44	4.84
OHIO	724	0	0	-724	0	-100.00	.
OKLAHOMA	193	161	203	10	42	5.18	26.09
OREGON	2,090	723	702	-1,388	-21	-66.41	-2.90
PENNSYLVANIA	5,914	0	1	-5,913	1	-99.98	100.00
PUERTO RICO	50	710	811	761	101	1,522.00	14.23
RHODE ISLAND	1,429	204	222	-1,207	18	-84.46	8.82
SOUTH CAROLINA	530	150	144	-386	-6	-72.83	-4.00
SOUTH DAKOTA	310	64	74	-236	10	-76.13	15.63
TENNESSEE	2,106	1,793	1,847	-259	54	-12.30	3.01
TEXAS	26,246	9,138	10,215	-16,031	1,077	-61.08	11.79
UTAH	206	369	421	215	52	104.37	14.09
VERMONT	31	136	127	96	-9	309.68	-6.62
VIRGINIA	764	627	819	55	192	7.20	30.62
WASHINGTON	554	4,081	4,887	4,333	806	782.13	19.75
WEST VIRGINIA	400	169	82	-318	-87	-79.50	-51.48
WISCONSIN	462	239	286	-176	47	-38.10	19.67
WYOMING	107	225	237	130	12	121.50	5.33
AMERICAN SAMOA	3	0	0	-3	0	-100.00	.
GUAM	20	13	19	-1	6	-5.00	46.15
NORTHERN MARIANAS	.	1	1	.	0	.	0.00
PALAU	26	.	2	-24	.	-92.31	.
VIRGIN ISLANDS	0	6	7	7	1	100.00	16.67
BUR. OF INDIAN AFFAIRS	.	20	30	.	10	.	50.00
U.S. AND INSULAR AREAS	115,916	48,872	53,027	-62,889	4,155	-54.25	8.50
50 STATES, D.C. & P.R.	115,867	48,832	52,968	-62,899	4,136	-54.29	8.47

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4CBZ21A)
8OCT91

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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

VISUAL IMPAIRMENTS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1989-90	1990-91	1976-77 - 1990-91	1989-90 - 1990-91	1976-77 - 1990-91	1989-90 - 1990-91
ALABAMA	168	304	328	160	24	95.24	7.89
ALASKA	53	36	26	-27	-10	-50.94	-27.78
ARIZONA	187	251	269	82	18	43.85	7.17
ARKANSAS	94	60	72	-22	12	-23.40	20.00
CALIFORNIA	2,742	2,528	2,679	-63	151	-2.30	5.97
COLORADO	339	212	210	-129	-2	-38.05	-0.94
CONNECTICUT	520	15	18	-502	3	-96.54	20.00
DELAWARE	7	10	10	3	0	42.86	0.00
DISTRICT OF COLUMBIA	17	3	22	5	19	29.41	633.33
FLORIDA	574	697	722	148	25	25.78	3.59
GEORGIA	589	360	335	-254	-25	-43.12	-6.94
HAWAII	24	53	53	29	0	120.83	0.00
IDAHO	124	75	69	-55	-6	-44.35	-8.00
ILLINOIS	820	555	567	-253	12	-30.85	2.16
INDIANA	373	319	324	-49	5	-13.14	1.57
IOWA	106	139	141	35	2	33.02	1.44
KANSAS	217	163	135	-82	-28	-37.79	-17.18
KENTUCKY	309	367	327	18	-40	5.83	-10.90
LOUISIANA	272	355	339	67	-16	24.63	-4.51
MAINE	165	83	91	-74	8	-44.85	9.64
MARYLAND	475	311	331	-144	20	-30.32	6.43
MASSACHUSETTS	2,005	758	774	-1,231	16	-61.40	2.11
MICHIGAN	1,027	685	707	-320	22	-31.16	3.21
MINNESOTA	474	288	294	-180	6	-37.97	2.08
MISSISSIPPI	39	128	129	90	1	230.77	0.78
MISSOURI	444	254	285	-159	31	-35.81	12.20
MONTANA	108	62	67	-41	5	-37.96	8.06
NEBRASKA	99	168	170	71	2	71.72	1.19
NEVADA	66	78	81	15	3	22.73	3.85
NEW HAMPSHIRE	101	10	6	-95	-4	-94.06	-40.00
NEW JERSEY	561	113	108	-453	-5	-80.75	-4.42
NEW MEXICO	79	126	150	71	24	89.87	19.05
NEW YORK	3,618	987	1,013	-2,605	26	-72.00	2.63
NORTH CAROLINA	522	534	573	51	39	9.77	7.30
NORTH DAKOTA	36	46	42	6	-4	16.67	-8.70
OHIO	941	764	786	-155	22	-16.47	2.88
OKLAHOMA	114	180	199	85	19	74.56	10.56
OREGON	264	65	12	-252	-53	-95.45	-81.54
PENNSYLVANIA	2.661	1,023	1,046	-1,615	23	-60.69	2.25
PUERTO RICO	70	584	563	493	-21	704.29	-3.60
RHODE ISLAND	72	65	75	3	10	4.17	15.38
SOUTH CAROLINA	713	329	338	-375	9	-52.59	2.74
SOUTH DAKOTA	13	43	45	32	2	246.15	4.65
TENNESSEE	751	727	760	9	33	1.20	4.54
TEXAS	1,054	1,484	1,531	477	47	45.26	3.17
UTAH	140	114	125	-15	11	-10.71	9.65
VERMONT	26	32	28	2	-4	7.69	-12.50
VIRGINIA	495	142	148	-347	6	-70.10	4.23
WASHINGTON	776	232	253	-523	21	-67.40	9.05
WEST VIRGINIA	235	140	145	-90	5	-38.30	3.57
WISCONSIN	373	179	177	-196	-2	-52.55	-1.12
WYOMING	163	56	51	-112	-5	-68.71	-8.93
AMERICAN SAMOA	3	0	0	-3	0	-100.00	.
GUAM	8	0	0	-8	0	-100.00	.
NORTHERN MARIANAS	.	0	1	.	1	.	100.00
PALAU	39	.	3	-36	.	-92.31	.
VIRGIN ISLANDS	11	22	9	-2	-13	-18.18	-59.09
BUR. OF INDIAN AFFAIRS	.	30	21	.	-9	.	-30.00
U.S. AND INSULAR AREAS	26,276	17,344	17,783	-8,493	439	-32.32	2.53
50 STATES, D.C. & P.R.	26,215	17.292	17.749	-8,466	457	-32.29	2.64

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4CB221A)
8OCT91

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

DEAF-BLINDNESS

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1989-90	1990-91	1976-77 - 1990-91	1989-90 - 1990-91	1976-77 - 1990-91	1989-90 1990-91
ALABAMA	.	6	5	.	-1	.	-16.67
ALASKA	.	1	2	.	1	.	100.00
ARIZONA	.	0	0	.	0	.	.
ARKANSAS	.	9	0	.	-9	.	-100.00
CALIFORNIA	.	112	109	.	-3	.	-2.68
COLORADO	.	11	15	.	4	.	36.36
CONNECTICUT	.	13	7	.	-6	.	-46.15
DELAWARE	.	0	0	.	0	.	.
DISTRICT OF COLUMBIA	.	0	0	.	0	.	.
FLORIDA	.	52	71	.	19	.	36.54
GEORGIA	.	6	4	.	-2	.	-33.33
HAWAII	.	2	0	.	-2	.	-100.00
IDAHO	.	0	3	.	3	.	100.00
ILLINOIS	.	8	8	.	0	.	0.00
INDIANA	.	31	29	.	-2	.	-6.45
IOWA	.	15	19	.	4	.	26.67
KANSAS	.	0	3	.	3	.	100.00
KENTUCKY	.	7	7	.	0	.	0.00
LOUISIANA	.	2	2	.	0	.	0.00
MAINE	.	11	3	.	-8	.	-72.73
MARYLAND	.	16	13	.	-3	.	-18.75
MASSACHUSETTS	.	62	61	.	-1	.	-1.61
MICHIGAN	.	0	0	.	0	.	.
MINNESOTA	.	15	9	.	-6	.	40.00
MISSISSIPPI	.	4	6	.	2	.	50.00
MISSOURI	.	61	69	.	8	.	13.11
MONTANA	.	2	6	.	4	.	200.00
NEBRASKA	.	3	2	.	-1	.	-33.33
NEVADA	.	1	1	.	0	.	0.00
NEW HAMPSHIRE	.	0	0	.	0	.	.
NEW JERSEY	.	1	0	.	-1	.	-100.00
NEW MEXICO	.	75	4	.	-71	.	-94.67
NEW YORK	.	60	67	.	7	.	11.67
NORTH CAROLINA	.	6	19	.	13	.	216.67
NORTH DAKOTA	.	0	0	.	0	.	.
OHIO	.	4	3	.	-1	.	-25.00
OKLAHOMA	.	28	33	.	5	.	17.86
OREGON	.	0	0	.	0	.	.
PENNSYLVANIA	.	2	4	.	2	.	100.00
PUERTO RICO	.	59	58	.	-1	.	-1.69
RHODE ISLAND	.	4	5	.	1	.	25.00
SOUTH CAROLINA	.	5	4	.	-1	.	-20.00
SOUTH DAKOTA	.	17	10	.	-7	.	-41.18
TENNESSEE	.	12	13	.	1	.	8.33
TEXAS	.	22	25	.	3	.	13.64
UTAH	.	22	43	.	21	.	95.45
VERMONT	.	2	3	.	1	.	50.00
VIRGINIA	.	6	5	.	-1	.	-16.67
WASHINGTON	.	35	11	.	-24	.	-68.57
WEST VIRGINIA	.	4	4	.	0	.	0.00
WISCONSIN	.	5	3	.	-2	.	-40.00
WYOMING	.	1	4	.	3	.	300.00
AMERICAN SAMOA	.	0	0	.	0	.	.
GUAM	.	0	0	.	0	.	.
NORTHERN MARIANAS	.	0	0	.	0	.	.
PALAU	.	.	21	.	.	.	.
VIRGIN ISLANDS	.	0	0	.	0	.	.
BUR. OF INDIAN AFFAIRS	.	0	1	.	1	.	100.00
U.S. AND INSULAR AREAS	.	820	794	.	-26	.	-3.17
50 STATES, D.C. & P.R.	.	820	772	.	-48	.	-5.85

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(C4CB221A)
8OCT91

TABLE AA21

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B

DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	8.05	0.15	8.19
ALASKA	6.70	1.95	8.65
ARIZONA	5.35	0.18	5.54
ARKANSAS	6.65	0.52	7.18
CALIFORNIA	5.67	0.05	5.72
COLORADO	5.75	0.54	6.29
CONNECTICUT	7.48	0.52	8.00
DELAWARE	6.28	1.72	8.00
DISTRICT OF COLUMBIA	1.72	2.75	4.46
FLORIDA	7.49	0.27	7.76
GEORGIA	5.34	0.15	5.49
HAWAII	4.15	0.29	4.44
IDAHO	6.56	0.28	6.84
ILLINOIS	6.49	1.42	7.91
INDIANA	6.62	0.61	7.23
IOWA	7.62	0.19	7.81
KANSAS	6.06	0.39	6.45
KENTUCKY	7.30	0.31	7.61
LOUISIANA	5.34	0.30	5.64
MAINE	8.09	0.34	8.42
MARYLAND	7.09	0.41	7.50
MASSACHUSETTS	9.02	1.23	10.25
MICHIGAN	6.04	0.30	6.34
MINNESOTA	6.43	0.19	6.62
MISSISSIPPI	7.39	0.11	7.50
MISSOURI	7.05	0.22	7.27
MONTANA	7.29	0.19	7.47
NEBRASKA	7.11	0.15	7.27
NEVADA	5.90	0.12	6.02
NEW HAMPSHIRE	6.00	0.60	6.60
NEW JERSEY	9.16	0.32	9.49
NEW MEXICO	7.73	0.06	7.79
NEW YORK	6.28	0.37	6.65
NORTH CAROLINA	6.75	0.12	6.87
NORTH DAKOTA	6.24	0.41	6.65
OHIO	6.55	0.29	6.84
OKLAHOMA	7.20	0.11	7.31
OREGON	6.06	1.17	7.23
PENNSYLVANIA	6.41	0.78	7.19
PUERTO RICO	.	.	.
RHODE ISLAND	7.81	0.36	8.17
SOUTH CAROLINA	7.59	0.10	7.70
SOUTH DAKOTA	6.91	0.33	7.24
TENNESSEE	7.80	0.09	7.89
TEXAS	6.57	0.29	6.86
UTAH	7.03	0.38	7.41
VERMONT	6.40	1.36	7.76
VIRGINIA	6.71	0.20	6.91
WASHINGTON	6.09	0.35	6.44
WEST VIRGINIA	8.40	0.33	8.73
WISCONSIN	6.06	0.26	6.32
WYOMING	7.61	0.32	7.93
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
PALAU	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	6.67	0.38	7.05
50 STATES & D.C.	6.67	0.38	7.05

PERCENTAGE OF CHILDREN SERVED IS BASED ON AGE 3-21 RESIDENT POPULATION COUNTS PROVIDED BY THE U.S. BUREAU OF THE CENSUS.

THE FIGURES REPRESENT CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B.

RESIDENT POPULATION DATA WERE NOT AVAILABLE FOR PUERTO RICO AND INSULAR AREAS.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(CBRPPX1D)
23OCT91

TABLE AA22

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY AGE GROUP

DURING THE 1990-91 SCHOOL YEAR

ALL DISABILITIES

	AGE GROUP				
STATE	BIRTH THROUGH 2	3-5	6-17	18-21	BIRTH THROUGH 21
ALABAMA	0.20	4.13	11.41	2.08	8.19
ALASKA	1.08	4.44	11.56	1.96	8.65
ARIZONA	0.35	2.46	7.86	1.21	5.54
ARKANSAS	0.66	4.54	9.59	1.49	7.18
CALIFORNIA	0.06	2.81	8.39	0.99	5.72
COLORADO	0.51	2.66	8.94	1.28	6.29
CONNECTICUT	0.49	4.07	11.49	1.83	8.00
DELAWARE	0.29	5.12	11.36	1.78	8.00
DISTRICT OF COLUMBIA	0.00	1.94	7.32	1.15	4.46
FLORIDA	0.30	2.96	11.44	1.27	7.76
GEORGIA	0.08	2.40	7.99	0.96	5.49
HAWAII	0.92	1.64	6.39	0.53	4.44
IDAHO	0.67	5.59	8.63	1.13	6.84
ILLINOIS	0.63	5.32	10.70	1.65	7.91
INDIANA	0.71	2.99	10.31	1.39	7.23
IOWA	0.80	4.51	10.61	1.71	7.81
KANSAS	0.38	3.33	9.01	1.19	6.45
KENTUCKY	0.38	6.78	9.98	1.44	7.61
LOUISIANA	0.43	3.19	7.52	1.59	5.64
MAINE	0.00	5.42	11.62	1.70	8.42
MARYLAND	1.50	3.42	10.53	1.46	7.50
MASSACHUSETTS	1.95	5.01	15.07	1.94	10.25
MICHIGAN	0.06	3.45	8.82	1.61	6.34
MINNESOTA	0.94	4.16	8.86	1.19	6.62
MISSISSIPPI	0.05	4.64	10.28	1.61	7.50
MISSOURI	0.36	1.81	10.60	1.58	7.27
MONTANA	0.53	4.63	9.72	1.67	7.47
NEBRASKA	0.64	3.38	10.00	1.51	7.27
NEVADA	0.61	2.57	8.61	0.94	6.02
NEW HAMPSHIRE	1.20	2.91	9.36	1.37	6.60
NEW JERSEY	0.76	4.73	13.39	1.89	9.49
NEW MEXICO	0.05	2.81	10.97	1.65	7.79
NEW YORK	0.01	3.53	9.47	1.77	6.65
NORTH CAROLINA	0.07	3.86	10.18	1.05	6.87
NORTH DAKOTA	0.75	3.87	8.99	1.46	6.65
OHIO	0.00	2.61	9.80	1.68	6.84
OKLAHOMA	0.15	3.65	10.27	1.31	7.31
OREGON	0.61	2.30	10.22	1.55	7.23
PENNSYLVANIA	1.09	3.73	10.06	1.57	7.19
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	1.07	4.24	12.33	1.40	8.17
SOUTH CAROLINA	0.26	5.16	10.82	1.29	7.70
SOUTH DAKOTA	0.81	6.18	9.05	1.59	7.24
TENNESSEE	0.02	3.72	11.29	1.66	7.89
TEXAS	0.74	2.93	9.52	1.69	6.86
UTAH	1.12	3.31	9.93	1.04	7.41
VERMONT	0.42	4.34	11.27	1.37	7.76
VIRGINIA	0.71	3.76	9.93	1.31	6.91
WASHINGTON	0.85	4.25	8.59	1.29	6.44
WEST VIRGINIA	1.14	4.34	11.78	2.23	8.73
WISCONSIN	0.60	4.85	8.26	1.46	6.32
WYOMING	1.75	5.36	9.87	1.85	7.93
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	0.46	3.59	9.93	1.48	7.05
50 STATES & D.C.	0.46	3.59	9.93	1.48	7.05

PERCENTAGE OF CHILDREN SERVED IS BASED ON RESIDENT POPULATION COUNTS PROVIDED BY THE U.S. BUREAU OF CENSUS.

THE FIGURES REPRESENT CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B.

RESIDENT POPULATION DATA WERE NOT AVAILABLE FOR PUERTO RICO AND INSULAR AREAS.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(CBRPPX1C)
23OCT91

TABLE AA23

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN AGE 6-21 SERVED
UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B
BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	8.87	3.37	2.00	2.57	0.57	0.10	0.10	0.05
ALASKA	9.40	5.92	2.11	0.30	0.43	0.09	0.32	0.06
ARIZONA	6.08	3.54	1.23	0.56	0.36	0.12	0.17	0.06
ARKANSAS	7.54	4.16	1.20	1.81	0.05	0.09	0.11	0.03
CALIFORNIA	6.31	3.84	1.42	0.36	0.19	0.10	0.08	0.11
COLORADO	6.93	3.55	1.08	0.39	1.18	0.10	0.48	0.11
CONNECTICUT	8.69	4.68	1.37	0.53	1.66	0.10	0.17	0.04
DELAWARE	8.50	4.88	1.32	0.88	0.94	0.13	0.02	0.17
DISTRICT OF COLUMBIA	4.91	2.56	0.51	0.77	0.68	0.02	0.20	0.06
FLORIDA	8.67	3.81	2.52	1.05	1.00	0.06	0.00	0.10
GEORGIA	6.06	1.88	1.33	1.46	1.21	0.08	0.00	0.04
HAWAII	4.81	2.74	0.86	0.47	0.38	0.11	0.08	0.07
IDAHO	6.96	4.15	1.27	1.00	0.14	0.12	0.05	0.07
ILLINOIS	8.28	3.98	2.07	0.92	1.00	0.11	0.00	0.11
INDIANA	7.87	3.18	2.61	1.43	0.40	0.09	0.06	0.05
IOWA	8.27	3.82	1.38	1.58	1.10	0.12	0.09	0.15
KANSAS	7.00	2.58	1.83	0.63	0.71	0.07	1.03	0.06
KENTUCKY	7.69	2.61	2.36	2.02	0.35	0.09	0.12	0.05
LOUISIANA	6.03	2.55	1.62	0.98	0.39	0.11	0.08	0.10
MAINE	9.00	4.08	2.05	0.73	1.48	0.10	0.37	0.06
MARYLAND	8.03	4.15	2.24	0.52	0.47	0.11	0.33	0.05
MASSACHUSETTS	10.87	4.00	2.30	2.36	1.54	0.14	0.23	0.09
MICHIGAN	6.88	3.26	1.49	0.83	0.85	0.11	0.08	0.18
MINNESOTA	6.93	3.14	1.26	0.96	1.21	0.14	0.00	0.12
MISSISSIPPI	7.99	4.03	2.56	1.09	0.03	0.07	0.05	0.13
MISSOURI	8.25	4.06	2.06	1.15	0.72	0.08	0.05	0.06
MONTANA	7.94	4.45	1.99	0.55	0.40	0.12	0.21	0.04
NEBRASKA	7.91	3.59	2.06	1.10	0.64	0.13	0.11	0.09
NEVADA	6.64	4.00	1.41	0.47	0.38	0.06	0.10	0.11
NEW HAMPSHIRE	7.11	4.27	1.28	0.36	0.73	0.10	0.10	0.06
NEW JERSEY	10.26	5.36	3.03	0.33	0.89	0.08	0.46	0.04
NEW MEXICO	8.80	4.33	2.61	0.50	0.86	0.10	0.18	0.14
NEW YORK	7.25	4.37	0.68	0.51	1.12	0.11	0.27	0.06
NORTH CAROLINA	7.39	3.39	1.58	1.32	0.63	0.12	0.08	0.06
NORTH DAKOTA	7.05	3.44	2.22	0.85	0.28	0.10	0.00	0.07
OHIO	7.63	2.99	1.98	1.66	0.35	0.09	0.39	0.15
OKLAHOMA	7.97	3.97	1.93	1.48	0.22	0.08	0.18	0.04
OREGON	8.08	4.38	2.05	0.59	0.52	0.18	0.00	0.13
PENNSYLVANIA	7.64	3.28	2.11	1.27	0.73	0.13	0.00	0.05
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	8.69	5.65	1.53	0.48	0.70	0.07	0.04	0.07
SOUTH CAROLINA	8.11	3.37	2.14	1.65	0.64	0.12	0.04	0.09
SOUTH DAKOTA	7.30	3.41	2.22	0.82	0.26	0.15	0.24	0.10
TENNESSEE	8.63	4.63	2.09	1.11	0.23	0.11	0.13	0.09
TEXAS	7.50	4.33	1.42	0.55	0.63	0.11	0.08	0.09
UTAH	7.99	4.01	1.36	0.58	1.52	0.10	0.24	0.04
VERMONT	8.33	4.04	2.05	1.10	0.67	0.14	0.10	0.08
VIRGINIA	7.37	3.81	1.67	0.90	0.61	0.09	0.11	0.05
WASHINGTON	6.72	3.37	1.27	0.68	0.42	0.17	0.22	0.10
WEST VIRGINIA	9.26	4.27	2.44	1.82	0.50	0.09	0.00	0.07
WISCONSIN	6.49	2.14	1.26	0.39	0.96	0.02	1.63	0.04
WYOMING	8.13	4.50	2.06	0.51	0.51	0.12	0.04	0.13
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	7.63	3.75	1.73	0.97	0.69	0.10	0.17	0.09
50 STATES & D.C.	7.63	3.75	1.73	0.97	0.69	0.10	0.17	0.09

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT
EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON RESIDENT
POPULATION COUNTS PROVIDED BY THE U.S. BUREAU OF THE CENSUS.

RESIDENT POPULATION DATA WERE NOT AVAILABLE FOR PUERTO RICO AND INSULAR AREAS.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(CBRPPX1B)
23OCT91

TABLE AA23

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	0.08	0.04	0.00
ALASKA	0.12	0.02	0.01
ARIZONA	0.01	0.04	0.00
ARKANSAS	0.06	0.03	0.00
CALIFORNIA	0.17	0.04	0.00
COLORADO	0.00	0.03	0.01
CONNECTICUT	0.06	0.07	0.00
DELAWARE	0.10	0.05	0.02
DISTRICT OF COLUMBIA	0.07	0.04	0.01
FLORIDA	0.08	0.03	0.00
GEORGIA	0.04	0.03	0.00
HAWAII	0.09	0.02	0.00
IDAHO	0.11	0.04	0.00
ILLINOIS	0.06	0.04	0.00
INDIANA	0.01	0.04	0.00
IOWA	0.00	0.03	0.01
KANSAS	0.05	0.03	0.00
KENTUCKY	0.03	0.05	0.00
LOUISIANA	0.17	0.04	0.00
MAINE	0.10	0.03	0.00
MARYLAND	0.10	0.05	0.01
MASSACHUSETTS	0.13	0.07	0.01
MICHIGAN	0.04	0.03	0.00
MINNESOTA	0.08	0.03	0.00
MISSISSIPPI	0.00	0.03	0.00
MISSOURI	0.03	0.03	0.01
MONTANA	0.10	0.07	0.01
NEBRASKA	0.14	0.05	0.00
NEVADA	0.06	0.03	0.00
NEW HAMPSHIRE	0.18	0.04	0.00
NEW JERSEY	0.03	0.03	0.01
NEW MEXICO	0.04	0.04	0.00
NEW YORK	0.10	0.03	0.00
NORTH CAROLINA	0.16	0.04	0.00
NORTH DAKOTA	0.05	0.04	0.00
OHIO	0.00	0.04	0.00
OKLAHOMA	0.03	0.04	0.00
OREGON	0.18	0.05	0.00
PENNSYLVANIA	0.00	0.05	0.00
PUERTO RICO	.	.	.
RHODE ISLAND	0.10	0.04	0.00
SOUTH CAROLINA	0.02	0.05	0.00
SOUTH DAKOTA	0.05	0.04	0.01
TENNESSEE	0.16	0.08	0.00
TEXAS	0.24	0.04	0.00
UTAH	0.08	0.04	0.01
VERMONT	0.13	0.03	0.00
VIRGINIA	0.06	0.05	0.00
WASHINGTON	0.46	0.03	0.00
WEST VIRGINIA	0.02	0.05	0.00
WISCONSIN	0.03	0.02	0.00
WYOMING	0.20	0.04	0.00
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
PALAU	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	0.10	0.04	0.00
50 STATES & D.C.	0.10	0.04	0.00

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON RESIDENT POPULATION COUNTS PROVIDED BY THE U.S. BUREAU OF THE CENSUS.

RESIDENT POPULATION DATA WERE NOT AVAILABLE FOR PUERTO RICO AND INSULAR AREAS.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(CBRPPXIB)
23OCT91

TABLE AA24

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN AGE 6-17 SERVED
UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B
BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	11.41	4.31	2.74	3.14	0.75	0.13	0.12	0.06
ALASKA	11.56	7.26	2.72	0.31	0.53	0.11	0.37	0.07
ARIZONA	7.86	4.59	1.67	0.65	0.47	0.15	0.19	0.08
ARKANSAS	9.59	5.27	1.61	2.24	0.06	0.11	0.14	0.04
CALIFORNIA	8.39	5.14	1.96	0.41	0.24	0.13	0.09	0.13
COLORADO	8.94	4.61	1.46	0.44	1.52	0.13	0.60	0.14
CONNECTICUT	11.49	6.26	1.92	0.61	2.14	0.13	0.21	0.05
DELAWARE	11.36	6.62	1.87	1.09	1.16	0.16	0.03	0.21
DISTRICT OF COLUMBIA	7.32	3.92	0.84	1.00	0.99	0.03	0.31	0.07
FLORIDA	11.44	5.03	3.46	1.27	1.33	0.07	0.00	0.13
GEORGIA	7.99	2.49	1.83	1.81	1.62	0.10	0.00	0.05
HAWAII	6.39	3.66	1.17	0.59	0.50	0.14	0.09	0.09
IDAHO	8.63	5.18	1.63	1.17	0.17	0.15	0.06	0.08
ILLINOIS	10.70	5.18	2.81	1.06	1.25	0.14	0.00	0.13
INDIANA	10.31	4.15	3.59	1.73	0.52	0.11	0.06	0.07
IOWA	10.61	4.93	1.87	1.91	1.43	0.15	0.09	0.18
KANSAS	9.01	3.29	2.46	0.73	0.92	0.08	1.34	0.08
KENTUCKY	9.98	3.35	3.22	2.51	0.47	0.11	0.15	0.06
LOUISIANA	7.52	3.16	2.15	1.11	0.50	0.13	0.09	0.12
MAINE	11.62	5.26	2.77	0.85	1.91	0.13	0.45	0.08
MARYLAND	10.53	5.46	3.06	0.60	0.60	0.15	0.39	0.07
MASSACHUSETTS	15.07	5.60	3.36	3.16	2.08	0.18	0.30	0.12
MICHIGAN	8.82	4.20	2.03	0.94	1.10	0.14	0.09	0.22
MINNESOTA	8.86	4.05	1.68	1.11	1.55	0.17	0.00	0.15
MISSISSIPPI	10.28	5.12	3.47	1.31	0.04	0.09	0.06	0.16
MISSOURI	10.60	5.21	2.77	1.37	0.94	0.10	0.06	0.08
MONTANA	9.72	5.41	2.54	0.62	0.50	0.14	0.24	0.05
NEBRASKA	10.00	4.54	2.72	1.28	0.81	0.16	0.13	0.12
NEVADA	8.61	5.21	1.90	0.55	0.49	0.08	0.12	0.14
NEW HAMPSHIRE	9.36	5.62	1.76	0.41	0.96	0.12	0.12	0.07
NEW JERSEY	13.39	6.99	4.15	0.35	1.11	0.10	0.56	0.04
NEW MEXICO	10.97	5.39	3.34	0.55	1.09	0.12	0.21	0.18
NEW YORK	9.47	5.76	0.95	0.58	1.47	0.13	0.33	0.07
NORTH CAROLINA	10.18	4.70	2.27	1.70	0.88	0.17	0.10	0.08
NORTH DAKOTA	8.99	4.36	2.98	0.97	0.36	0.12	0.00	0.08
OHIO	9.80	3.85	2.69	2.04	0.46	0.11	0.42	0.18
OKLAHOMA	10.27	5.10	2.59	1.84	0.29	0.10	0.21	0.05
OREGON	10.22	5.57	2.70	0.63	0.66	0.22	0.00	0.16
PENNSYLVANIA	10.06	4.30	2.95	1.55	0.95	0.16	0.01	0.06
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	12.33	8.05	2.29	0.59	0.96	0.09	0.06	0.09
SOUTH CAROLINA	10.82	4.54	2.99	2.03	0.87	0.15	0.04	0.12
SOUTH DAKOTA	9.05	4.23	2.90	0.91	0.32	0.19	0.28	0.13
TENNESSEE	11.29	6.07	2.87	1.34	0.30	0.13	0.15	0.11
TEXAS	9.52	5.50	1.91	0.62	0.80	0.13	0.09	0.12
UTAH	9.93	5.05	1.73	0.65	1.90	0.12	0.26	0.05
VERMONT	11.27	5.56	2.88	1.36	0.88	0.18	0.10	0.10
VIRGINIA	9.93	5.16	2.38	1.10	0.83	0.12	0.14	0.07
WASHINGTON	8.59	4.32	1.71	0.79	0.54	0.22	0.25	0.12
WEST VIRGINIA	11.78	5.39	3.31	2.16	0.63	0.11	0.00	0.08
WISCONSIN	8.26	2.70	1.69	0.43	1.22	0.03	2.07	0.05
WYOMING	9.87	5.48	2.61	0.54	0.60	0.15	0.03	0.16
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9.93	4.89	2.37	1.15	0.89	0.13	0.21	0.11
50 STATES & D.C.	9.93	4.89	2.37	1.15	0.89	0.13	0.21	0.11

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT
EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON RESIDENT
POPULATION COUNTS PROVIDED BY THE U.S. BUREAU OF THE CENSUS.

RESIDENT POPULATION DATA WERE NOT AVAILABLE FOR PUERTO RICO AND INSULAR AREAS.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(CBRPPX1A)
23OCT91

TABLE AA24

PERCENTAGE (BASED ON RESIDENT POPULATION) OF CHILDREN AGE 6-17 SERVED
UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B
BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	0.11	0.06	0.00
ALASKA	0.14	0.03	0.02
ARIZONA	0.01	0.05	0.00
ARKANSAS	0.08	0.04	0.00
CALIFORNIA	0.22	0.05	0.00
COLORADO	0.00	0.04	0.01
CONNECTICUT	0.07	0.08	0.00
DELAWARE	0.12	0.06	0.02
DISTRICT OF COLUMBIA	0.09	0.06	0.01
FLORIDA	0.10	0.04	0.00
GEORGIA	0.05	0.04	0.00
HAWAII	0.12	0.03	0.00
IDAHO	0.14	0.05	0.00
ILLINOIS	0.07	0.05	0.00
INDIANA	0.02	0.05	0.01
IOWA	0.00	0.04	0.01
KANSAS	0.07	0.04	0.00
KENTUCKY	0.04	0.07	0.00
LOUISIANA	0.21	0.05	0.00
MAINE	0.12	0.04	0.00
MARYLAND	0.13	0.06	0.01
MASSACHUSETTS	0.18	0.08	0.01
MICHIGAN	0.05	0.04	0.00
MINNESOTA	0.10	0.04	0.00
MISSISSIPPI	0.00	0.04	0.00
MISSOURI	0.04	0.04	0.01
MONTANA	0.12	0.09	0.01
NEBRASKA	0.18	0.06	0.00
NEVADA	0.08	0.04	0.00
NEW HAMPSHIRE	0.24	0.05	0.00
NEW JERSEY	0.04	0.04	0.01
NEW MEXICO	0.05	0.05	0.00
NEW YORK	0.13	0.04	0.00
NORTH CAROLINA	0.21	0.06	0.00
NORTH DAKOTA	0.06	0.05	0.01
OHIO	0.00	0.04	0.00
OKLAHOMA	0.03	0.05	0.01
OREGON	0.22	0.06	0.00
PENNSYLVANIA	0.00	0.07	0.00
PUERTO RICO	.	.	.
RHODE ISLAND	0.14	0.05	0.00
SOUTH CAROLINA	0.02	0.06	0.00
SOUTH DAKOTA	0.06	0.04	0.01
TENNESSEE	0.21	0.10	0.00
TEXAS	0.30	0.05	0.00
UTAH	0.10	0.05	0.01
VERMONT	0.17	0.04	0.00
VIRGINIA	0.08	0.06	0.00
WASHINGTON	0.60	0.03	0.00
WEST VIRGINIA	0.02	0.06	0.01
WISCONSIN	0.03	0.03	0.00
WYOMING	0.24	0.05	0.00
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
PALAU	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	0.13	0.05	0.00
50 STATES & D.C.	0.13	0.05	0.00

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON RESIDENT POPULATION COUNTS PROVIDED BY THE U.S. BUREAU OF THE CENSUS.

RESIDENT POPULAION DATA WERE NOT AVAILABLE FOR PUERTO RICO AND INSULAR AREAS.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(CBRPPX1A)
23OCT91

TABLE AA25

PERCENTAGE (BASED ON ENROLLMENT) OF CHILDREN AGE 6-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	11.25	4.25	2.70	3.10	0.73	0.13	0.12	0.06
ALASKA	10.99	6.90	2.58	0.29	0.50	0.11	0.35	0.07
ARIZONA	8.40	4.90	1.79	0.69	0.50	0.16	0.21	0.09
ARKANSAS	9.29	5.11	1.56	2.17	0.06	0.11	0.13	0.04
CALIFORNIA	8.26	5.07	1.93	0.40	0.24	0.13	0.09	0.13
COLORADO	8.75	4.51	1.43	0.43	1.49	0.13	0.58	0.13
CONNECTICUT	11.70	6.37	1.96	0.63	2.18	0.14	0.21	0.06
DELAWARE	11.96	6.97	1.97	1.15	1.22	0.17	0.03	0.22
DISTRICT OF COLUMBIA	6.63	3.55	0.76	0.90	0.90	0.03	0.28	0.06
FLORIDA	11.35	4.99	3.43	1.26	1.32	0.07	0.00	0.13
GEORGIA	7.86	2.45	1.80	1.78	1.59	0.10	0.00	0.05
HAWAII	6.75	3.86	1.24	0.62	0.53	0.14	0.10	0.10
IDAHO	8.24	4.95	1.55	1.12	0.17	0.14	0.06	0.08
ILLINOIS	11.44	5.54	3.01	1.14	1.34	0.15	0.00	0.14
INDIANA	10.52	4.23	3.66	1.77	0.53	0.12	0.07	0.07
IOWA	10.62	4.93	1.87	1.91	1.43	0.15	0.09	0.18
KANSAS	8.97	3.27	2.45	0.73	0.92	0.08	1.34	0.08
KENTUCKY	10.32	3.46	3.33	2.60	0.48	0.12	0.16	0.06
LOUISIANA	7.92	3.33	2.27	1.17	0.52	0.14	0.09	0.13
MAINE	11.06	5.01	2.64	0.81	1.81	0.12	0.43	0.08
MARYLAND	10.82	5.61	3.15	0.61	0.61	0.15	0.40	0.07
MASSACHUSETTS	15.65	5.82	3.49	3.29	2.16	0.19	0.31	0.12
MICHIGAN	9.03	4.30	2.08	0.96	1.13	0.14	0.10	0.23
MINNESOTA	8.95	4.10	1.70	1.12	1.56	0.18	0.00	0.15
MISSISSIPPI	10.47	5.22	3.53	1.33	0.04	0.09	0.06	0.16
MISSOURI	11.38	5.59	2.97	1.47	1.00	0.11	0.06	0.08
MONTANA	9.60	5.34	2.51	0.62	0.49	0.14	0.24	0.05
NEBRASKA	10.36	4.71	2.82	1.32	0.84	0.17	0.13	0.12
NEVADA	8.18	4.95	1.80	0.52	0.47	0.07	0.12	0.13
NEW HAMPSHIRE	9.74	5.85	1.83	0.43	1.00	0.13	0.12	0.08
NEW JERSEY	14.40	7.52	4.46	0.37	1.20	0.11	0.60	0.05
NEW MEXICO	10.78	5.30	3.28	0.54	1.07	0.12	0.20	0.17
NEW YORK	10.20	6.20	1.02	0.62	1.59	0.14	0.36	0.08
NORTH CAROLINA	9.93	4.59	2.21	1.66	0.86	0.16	0.10	0.08
NORTH DAKOTA	8.99	4.36	2.99	0.97	0.36	0.12	0.00	0.08
OHIO	10.26	4.04	2.82	2.14	0.48	0.11	0.44	0.19
OKLAHOMA	9.98	4.96	2.52	1.79	0.28	0.10	0.20	0.05
OREGON	10.13	5.52	2.67	0.62	0.65	0.22	0.00	0.16
PENNSYLVANIA	11.08	4.74	3.25	1.71	1.05	0.18	0.01	0.07
PUERTO RICO	4.39	1.46	0.20	2.06	0.12	0.12	0.16	0.07
RHODE ISLAND	13.01	8.50	2.42	0.62	1.01	0.10	0.06	0.09
SOUTH CAROLINA	10.66	4.47	2.94	2.00	0.85	0.15	0.04	0.11
SOUTH DAKOTA	9.27	4.33	2.97	0.93	0.33	0.19	0.29	0.13
TENNESSEE	11.21	6.03	2.85	1.33	0.30	0.13	0.15	0.11
TEXAS	8.98	5.18	1.80	0.58	0.76	0.12	0.08	0.11
UTAH	9.43	4.79	1.65	0.62	1.81	0.12	0.24	0.05
VERMONT	10.94	5.40	2.79	1.32	0.86	0.18	0.10	0.10
VIRGINIA	9.69	5.04	2.32	1.07	0.81	0.11	0.14	0.07
WASHINGTON	8.45	4.25	1.68	0.78	0.53	0.21	0.25	0.12
WEST VIRGINIA	11.45	5.24	3.21	2.10	0.61	0.11	0.00	0.08
WISCONSIN	8.90	2.91	1.82	0.46	1.32	0.03	2.23	0.06
WYOMING	9.32	5.17	2.47	0.51	0.57	0.14	0.03	0.15
AMERICAN SAMOA	2.48	0.00	0.84	1.41	0.01	0.09	0.08	0.01
GUAM	5.29	3.42	0.62	0.62	0.09	0.11	0.19	0.10
NORTHERN MARIANAS	3.01	1.24	0.36	0.41	0.05	0.39	0.33	0.18
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	5.22	1.32	1.00	2.44	0.12	0.09	0.18	0.02
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9.91	4.88	2.36	1.15	0.89	0.13	0.21	0.11
50 STATES, D.C. & P.R.	9.90	4.88	2.36	1.15	0.89	0.13	0.20	0.11

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1990-91 ENROLLMENT COUNTS FROM NCES; THESE COUNTS INCLUDE INDIVIDUALS WITH AND WITHOUT DISABILITIES, IN KINDERGARTEN THROUGH GRADE 12.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(CBRPPX1A)
23OCT91

TABLE AA25

PERCENTAGE (BASED ON ENROLLMENT) OF CHILDREN AGE 6-17 SERVED UNDER CHAPTER I OF ESEA (SOP) AND IDEA, PART B BY DISABILITY

DURING THE 1990-91 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	0.10	0.06	0.00
ALASKA	0.13	0.03	0.02
ARIZONA	0.01	0.05	0.00
ARKANSAS	0.08	0.04	0.00
CALIFORNIA	0.22	0.05	0.00
COLORADO	0.00	0.04	0.01
CONNECTICUT	0.08	0.09	0.00
DELAWARE	0.13	0.07	0.03
DISTRICT OF COLUMBIA	0.09	0.06	0.01
FLORIDA	0.10	0.04	0.00
GEORGIA	0.04	0.04	0.00
HAWAII	0.12	0.03	0.00
IDAHO	0.13	0.04	0.00
ILLINOIS	0.08	0.05	0.00
INDIANA	0.02	0.05	0.01
IOWA	0.00	0.04	0.01
KANSAS	0.06	0.04	0.00
KENTUCKY	0.04	0.07	0.00
LOUISIANA	0.22	0.05	0.00
MAINE	0.12	0.04	0.00
MARYLAND	0.14	0.06	0.01
MASSACHUSETTS	0.19	0.08	0.01
MICHIGAN	0.05	0.04	0.00
MINNESOTA	0.10	0.04	0.00
MISSISSIPPI	0.00	0.04	0.00
MISSOURI	0.04	0.04	0.01
MONTANA	0.12	0.09	0.01
NEBRASKA	0.19	0.07	0.00
NEVADA	0.08	0.04	0.00
NEW HAMPSHIRE	0.25	0.05	0.00
NEW JERSEY	0.04	0.04	0.01
NEW MEXICO	0.05	0.05	0.00
NEW YORK	0.14	0.05	0.00
NORTH CAROLINA	0.21	0.06	0.00
NORTH DAKOTA	0.06	0.05	0.01
OHIO	0.00	0.05	0.00
OKLAHOMA	0.03	0.05	0.01
OREGON	0.22	0.06	0.00
PENNSYLVANIA	0.00	0.08	0.00
PUERTO RICO	0.11	0.08	0.01
RHODE ISLAND	0.15	0.06	0.00
SOUTH CAROLINA	0.02	0.06	0.00
SOUTH DAKOTA	0.06	0.04	0.01
TENNESSEE	0.21	0.10	0.00
TEXAS	0.29	0.05	0.00
UTAH	0.09	0.05	0.01
VERMONT	0.16	0.04	0.00
VIRGINIA	0.08	0.06	0.00
WASHINGTON	0.59	0.03	0.00
WEST VIRGINIA	0.02	0.06	0.00
WISCONSIN	0.04	0.03	0.00
WYOMING	0.23	0.05	0.00
AMERICAN SAMOA	0.00	0.02	0.02
GUAM	0.07	0.06	0.02
NORTHERN MARIANAS	0.05	0.00	0.00
PALAU	.	.	.
VIRGIN ISLANDS	0.01	0.04	0.00
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	0.13	0.05	0.00
50 STATES, D.C. & P.R.	0.13	0.05	0.00

THE SUM OF THE PERCENTAGES OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE PERCENTAGE OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1990-91 ENROLLMENT COUNTS FROM NCES: THESE COUNTS INCLUDE INDIVIDUALS WITH AND WITHOUT DISABILITIES, IN KINDERGARTEN THROUGH GRADE 12.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(CBRPPX1A)
23OCT91

TABLE AB1

NUMBER OF CHILDREN AGE 3-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

	NUMBER								
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	44,767	25,839	23,117	993	38	533	123	331	335
ALASKA	2,916	7,908	2,500	8	9	0	0	9	18
ARIZONA	7,187	35,215	12,183	1,400	742	591	98	62	202
ARKANSAS	20,505	18,128	5,640	436	1,079	459	271	85	230
CALIFORNIA	125,564	179,611	119,367	13,976	6,219	2,292	0	732	0
COLORADO	13,447	28,373	9,658	1,248	312	376	386	184	386
CONNECTICUT	31,492	11,219	14,463	2,435	2,269	256	986	257	653
DELAWARE	3,569	5,337	1,974	1,000	9	46	42	228	190
DISTRICT OF COLUMBIA	1,022	1,759	1,880	750	378	7	319	83	54
FLORIDA	70,275	74,386	60,730	9,796	734	639	353	164	2,371
GEORGIA	1,002	65,545	28,580	1,815	25	1,388	53	52	91
HAWAII	4,037	4,396	3,748	110	45	5	112	5	80
IDAHO	10,307	5,377	2,015	171	7	258	6	54	129
ILLINOIS	65,324	73,727	75,493	9,803	5,330	2,722	1,208	1,190	846
INDIANA	41,983	33,702	29,739	4,118	0	845	79	73	36
IOWA	12,811	33,697	7,146	1,391	0	633	84	173	343
KANSAS	16,969	12,949	9,362	1,263	504	1,099	476	153	185
KENTUCKY	25,045	37,508	12,735	1,219	259	684	29	383	576
LOUISIANA	26,636	12,192	27,173	2,515	41	1,413	127	127	321
MAINE	14,289	8,629	3,318	338	590	87	221	105	751
MARYLAND	38,601	16,188	23,219	6,234	1,426	696	413	75	478
MASSACHUSETTS	87,663	21,287	26,198	2,848	4,286	728	870	102	790
MICHIGAN	74,650	37,858	36,457	11,352	.	478	288	593	494
MINNESOTA	8,761	51,568	15,149	2,843	.	.	.	.	294
MISSISSIPPI	20,331	23,155	11,754	784	17	425	24	6	286
MISSOURI	44,918	47,043	26,420	6,765	918	642	216	1,434	1,070
MONTANA	8,738	4,241	2,605	145	0	122	31	9	315
NEBRASKA	19,276	6,305	4,456	480	748	447	34	37	391
NEVADA	4,940	8,401	2,152	1,024	1	2	6	175	123
NEW HAMPSHIRE	9,381	3,854	3,919	479	538	54	292	33	22
NEW JERSEY	64,726	35,795	52,926	9,646	9,683	673	110	512	755
NEW MEXICO	16,253	9,701	6,546	218	0	305	0	48	49
NEW YORK	21,152	101,507	125,919	23,200	18,061	1,245	985	695	2,637
NORTH CAROLINA	60,789	33,201	19,632	2,923	749	1,224	405	225	523
NORTH DAKOTA	8,935	1,328	1,807	309	26	106	76	8	122
OHIO	72,142	43,328	57,790	12,797	11,486	936	.	553	2,126
OKLAHOMA	33,317	18,833	11,312	950	103	539	70	0	186
OREGON	29,390	12,257	5,803	285	686	302	118	288	357
PENNSYLVANIA	76,257	56,445	61,597	7,929	5,933	696	962	980	2,214
PUERTO RICO	1,359	15,637	10,224	2,173	1,025	201	106	60	1,299
RHODE ISLAND	10,169	2,975	5,539	211	596	0	227	120	145
SOUTH CAROLINA	28,657	29,360	16,260	1,793	218	709	30	202	239
SOUTH DAKOTA	1,202	10,992	1,514	101	140	215	537	0	59
TENNESSEE	48,880	29,847	18,349	1,411	768	748	37	181	1,154
TEXAS	15,774	215,994	76,020	5,351	197	415	857	416	6,046
UTAH	16,398	21,169	6,924	1,109	17	214	1	2	1,133
VERMONT	10,077	672	1,336	186	260	48	164	25	363
VIRGINIA	41,538	29,625	30,286	1,605	555	727	455	290	841
WASHINGTON	30,229	26,043	14,305	1,149	362	23	14	218	119
WEST VIRGINIA	18,943	13,750	9,091	561	94	279	254	81	260
WISCONSIN	27,416	29,954	22,261	1,367	32	443	12	180	192
WYOMING	6,614	3,851	353	68	17	186	40	0	12
AMERICAN SAMOA	246	68	12	71	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	95	45	51	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,496,964	1,637,774	1,159,007	163,152	77,532	28,161	12,607	11,998	32,891
50 STATES, D.C. & P.R.	1,496,623	1,637,661	1,158,944	163,081	77,532	28,161	12,607	11,998	32,891

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES IS A DUPLICATE COUNT. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE EIGHT EDUCATIONAL ENVIRONMENTS.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB1

NUMBER OF CHILDREN AGE 3-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	46.76	26.99	24.14	1.04	0.04	0.56	0.13	0.35
ALASKA	21.83	59.20	18.71	0.06	0.07	0.00	0.00	0.13
ARIZONA	12.47	61.12	21.14	2.43	1.29	1.03	0.17	0.35
ARKANSAS	43.86	38.78	12.06	0.93	2.31	0.98	0.58	0.49
CALIFORNIA	28.09	40.18	26.70	3.13	1.39	0.51	0.00	0.00
COLORADO	24.82	52.36	17.82	2.30	0.58	0.69	0.71	0.71
CONNECTICUT	49.38	17.59	22.68	3.82	3.56	0.40	1.55	1.02
DELAWARE	29.33	43.86	16.22	8.22	0.07	0.38	0.35	1.56
DISTRICT OF COLUMBIA	16.57	28.51	30.47	12.16	6.13	0.11	5.17	0.88
FLORIDA	32.05	33.92	27.69	4.47	0.33	0.29	0.16	1.08
GEORGIA	1.02	66.54	29.02	1.84	0.03	1.41	0.05	0.09
HAWAII	32.21	35.08	29.91	0.88	0.36	0.04	0.89	0.64
IDAHO	56.41	29.43	11.03	0.94	0.04	1.41	0.03	0.71
ILLINOIS	27.86	31.45	32.20	4.18	2.27	1.16	0.52	0.36
INDIANA	37.99	30.50	26.91	3.73	0.00	0.76	0.07	0.03
IOWA	22.83	60.06	12.74	2.48	0.00	1.13	0.15	0.61
KANSAS	39.64	30.25	21.87	2.95	1.18	2.57	1.11	0.43
KENTUCKY	32.09	48.05	16.32	1.56	0.33	0.88	0.04	0.74
LOUISIANA	37.83	17.31	38.59	3.57	0.06	2.01	0.18	0.46
MAINE	50.63	30.57	11.76	1.20	2.09	0.31	0.78	2.66
MARYLAND	44.24	18.55	26.61	7.14	1.63	0.80	0.47	0.55
MASSACHUSETTS	60.60	14.71	18.11	1.97	2.96	0.50	0.60	0.55
MICHIGAN	46.20	23.43	22.56	7.03	.	0.30	0.18	0.31
MINNESOTA	11.14	65.60	19.27	3.62	.	.	.	0.37
MISSISSIPPI	35.81	40.78	20.70	1.38	0.03	0.75	0.04	0.50
MISSOURI	35.09	36.75	20.64	5.29	0.72	0.50	0.17	0.84
MONTANA	53.95	26.18	16.08	0.90	0.00	0.75	0.19	1.94
NEBRASKA	59.98	19.62	13.87	1.49	2.33	1.39	0.11	1.22
NEVADA	29.67	50.46	12.93	6.15	0.01	0.01	0.04	0.74
NEW HAMPSHIRE	50.60	20.79	21.14	2.58	2.90	0.29	1.58	0.12
NEW JERSEY	37.13	20.53	30.36	5.53	5.55	0.39	0.06	0.43
NEW MEXICO	49.14	29.33	19.79	0.66	0.00	0.92	0.00	0.15
NEW YORK	7.18	34.44	42.73	7.87	6.13	0.42	0.33	0.89
NORTH CAROLINA	50.89	27.80	16.44	2.45	0.63	1.02	0.34	0.44
NORTH DAKOTA	70.30	10.45	14.22	2.43	0.20	0.83	0.60	0.96
OHIO	35.96	21.60	28.81	6.38	5.73	0.47	.	1.06
OKLAHOMA	51.01	28.84	17.32	1.45	0.16	0.83	0.11	0.28
OREGON	59.74	24.91	11.80	0.58	1.39	0.61	0.24	0.73
PENNSYLVANIA	35.96	26.62	29.05	3.74	2.80	0.33	0.45	1.04
PUERTO RICO	4.24	48.83	31.93	6.79	3.20	0.63	0.33	4.06
RHODE ISLAND	51.20	14.98	27.89	1.06	3.00	0.00	1.14	0.73
SOUTH CAROLINA	37.09	38.00	21.04	2.32	0.28	0.92	0.04	0.31
SOUTH DAKOTA	8.14	78.47	10.26	0.68	0.95	1.46	3.64	0.40
TENNESSEE	48.30	29.49	18.13	1.39	0.76	0.74	0.04	1.14
TEXAS	4.92	67.36	23.71	1.67	0.06	0.13	0.27	1.89
UTAH	34.92	45.07	14.74	2.36	0.04	0.46	0.00	2.41
VERMONT	76.89	5.13	10.19	1.42	1.98	0.37	1.25	2.77
VIRGINIA	39.32	28.05	28.67	1.52	0.53	0.69	0.43	0.80
WASHINGTON	41.84	36.05	19.80	1.59	0.50	0.03	0.02	0.16
WEST VIRGINIA	43.82	31.81	21.03	1.30	0.22	0.65	0.59	0.60
WISCONSIN	33.57	36.67	27.25	1.67	0.04	0.54	0.01	0.24
WYOMING	59.37	34.57	3.17	0.61	0.15	1.67	0.36	0.11
AMERICAN SAMOA	61.96	17.13	3.02	17.88	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	49.74	23.56	26.70	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	32.49	35.54	25.15	3.54	1.68	0.61	0.27	0.71
50 STATES, D.C. & P.R.	32.48	35.54	25.15	3.54	1.68	0.61	0.27	0.71

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	39,021	25,696	22,886	974	36	522	123	328
ALASKA	2,624	7,386	1,950	2	7	0	0	3
ARIZONA	6,637	34,933	10,858	1,384	518	471	98	201
ARKANSAS	16,878	18,068	5,553	423	480	443	264	179
CALIFORNIA	104,659	175,739	108,587	12,714	5,979	2,177	0	0
COLORADO	12,231	27,808	8,517	503	35	349	385	315
CONNECTICUT	29,788	10,841	12,014	2,078	2,047	256	982	577
DELAWARE	3,450	5,250	1,866	923	9	46	42	171
DISTRICT OF COLUMBIA	816	1,706	1,777	665	367	7	319	54
FLORIDA	63,374	72,714	57,058	8,678	224	626	388	2,125
GEORGIA	798	61,291	26,068	931	20	1,320	48	80
HAWAII	4,001	4,394	3,292	92	43	5	112	80
IDAHO	9,992	5,358	1,819	126	7	244	6	129
ILLINOIS	55,528	73,062	66,301	7,829	5,027	2,567	1,158	767
INDIANA	37,708	33,648	29,107	1,982	0	786	74	36
IOWA	10,127	33,587	5,306	1,055	0	603	84	221
KANSAS	15,046	12,940	8,615	765	1	1,079	396	181
KENTUCKY	19,968	35,113	11,209	934	121	684	29	347
LOUISIANA	23,707	12,049	24,239	2,056	37	1,399	122	295
MAINE	12,254	8,558	3,128	272	256	68	211	123
MARYLAND	35,176	14,849	22,915	5,079	1,122	678	411	205
MASSACHUSETTS	79,124	20,991	24,108	2,795	4,148	721	867	772
MICHIGAN	67,519	37,455	31,894	9,440	.	463	288	282
MINNESOTA	8,229	48,861	10,241	2,343	.	.	.	269
MISSISSIPPI	17,793	22,254	10,577	400	15	406	24	254
MISSOURI	44,918	46,040	24,081	6,765	918	642	216	1,070
MONTANA	7,820	4,119	2,223	73	0	114	31	95
NEBRASKA	17,718	6,224	3,775	396	67	351	34	221
NEVADA	4,574	8,316	1,871	607	1	2	6	119
NEW HAMPSHIRE	8,977	3,743	3,261	392	503	54	286	19
NEW JERSEY	57,332	35,656	48,390	8,487	8,876	600	109	711
NEW MEXICO	15,794	9,476	5,736	52	0	294	0	49
NEW YORK	18,698	100,571	118,678	22,104	7,537	1,229	935	2,560
NORTH CAROLINA	53,259	32,746	18,931	2,335	225	1,213	382	430
NORTH DAKOTA	8,455	1,271	1,338	101	14	97	73	49
OHIO	66,804	43,168	56,298	10,061	10,555	932	.	1,905
OKLAHOMA	29,595	18,506	10,435	614	46	519	56	138
OREGON	27,924	12,159	4,984	198	582	296	111	220
PENNSYLVANIA	67,288	55,536	58,565	5,625	3,210	666	934	315
PUERTO RICO	1,359	15,637	10,223	2,147	1,018	201	106	1,299
RHODE ISLAND	9,490	2,869	4,915	195	494	0	227	143
SOUTH CAROLINA	22,206	28,980	15,859	1,361	147	681	30	110
SOUTH DAKOTA	1,131	10,048	739	79	137	212	505	26
TENNESSEE	43,703	29,474	17,054	1,174	689	737	36	1,068
TEXAS	15,477	203,694	67,521	4,768	190	398	832	5,846
UTAH	16,196	21,093	6,710	1,100	16	214	1	284
VERMONT	9,664	664	985	104	152	46	159	85
VIRGINIA	37,292	29,155	27,147	1,219	524	700	453	192
WASHINGTON	27,447	24,653	10,562	666	213	23	14	76
WEST VIRGINIA	16,873	13,568	8,606	533	2	275	192	41
WISCONSIN	23,807	28,631	16,956	1,095	22	426	5	169
WYOMING	6,614	3,851	353	65	17	184	40	12
AMERICAN SAMOA	215	68	12	60	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	95	45	51	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,337,173	1,594,512	1,056,144	136,819	56,654	27,026	12,164	25,246
50 STATES, D.C. & P.R.	1,336,863	1,594,399	1,056,081	136,759	56,654	27,026	12,164	25,246

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	43.56	28.68	25.55	1.09	0.04	0.58	0.14	0.37
ALASKA	21.92	61.69	16.29	0.02	0.06	0.00	0.00	0.03
ARIZONA	12.05	63.40	19.71	2.51	0.94	0.85	0.18	0.36
ARKANSAS	39.91	42.73	13.13	1.00	1.14	1.05	0.62	0.42
CALIFORNIA	25.54	42.88	26.49	3.10	1.46	0.53	0.00	0.00
COLORADO	24.39	55.46	16.99	1.00	0.07	0.70	0.77	0.63
CONNECTICUT	50.85	18.51	20.51	3.55	3.49	0.44	1.68	0.98
DELAWARE	29.34	44.65	15.87	7.85	0.08	0.39	0.36	1.45
DISTRICT OF COLUMBIA	14.29	29.87	31.12	11.64	6.43	0.12	5.59	0.95
FLORIDA	30.89	35.44	27.81	4.23	0.11	0.31	0.17	1.04
GEORGIA	0.88	67.68	28.79	1.03	0.02	1.46	0.05	0.09
HAWAII	33.29	36.56	27.39	0.77	0.36	0.04	0.93	0.67
IDAHO	56.51	30.30	10.29	0.71	0.04	1.38	0.03	0.73
ILLINOIS	26.16	34.42	31.24	3.69	2.37	1.21	0.55	0.36
INDIANA	36.49	32.56	28.17	1.92	0.00	0.76	0.07	0.03
IOWA	19.86	65.88	10.41	2.07	0.00	1.18	0.16	0.43
KANSAS	38.56	33.16	22.08	1.96	0.00	2.77	1.01	0.46
KENTUCKY	29.19	51.33	16.39	1.37	0.18	1.00	0.04	0.51
LOUISIANA	37.10	18.85	37.93	3.22	0.06	2.19	0.19	0.46
MAINE	49.27	34.41	12.58	1.09	1.03	0.27	0.85	0.49
MARYLAND	43.73	18.46	28.49	6.31	1.39	0.84	0.51	0.25
MASSACHUSETTS	59.26	15.72	18.05	2.09	3.11	0.54	0.65	0.58
MICHIGAN	45.82	25.42	21.65	6.41	.	0.31	0.20	0.19
MINNESOTA	11.77	69.86	14.64	3.35	.	.	.	0.38
MISSISSIPPI	34.40	43.03	20.45	0.77	0.03	0.78	0.05	0.49
MISSOURI	36.04	36.94	19.32	5.43	0.74	0.52	0.17	0.86
MONTANA	54.02	28.46	15.36	0.50	0.00	0.79	0.21	0.66
NEBRASKA	61.55	21.62	13.11	1.38	0.23	1.22	0.12	0.77
NEVADA	29.52	53.67	12.07	3.92	0.01	0.01	0.04	0.77
NEW HAMPSHIRE	52.09	21.72	18.92	2.27	2.92	0.31	1.66	0.11
NEW JERSEY	35.80	22.26	30.21	5.30	5.54	0.37	0.07	0.44
NEW MEXICO	50.30	30.18	18.27	0.17	0.00	0.94	0.00	0.16
NEW YORK	6.87	36.93	43.58	8.12	2.77	0.45	0.34	0.94
NORTH CAROLINA	48.63	29.90	17.29	2.13	0.21	1.11	0.35	0.39
NORTH DAKOTA	74.18	11.15	11.74	0.89	0.12	0.85	0.64	0.43
OHIO	35.21	22.75	29.67	5.30	5.56	0.49	.	1.00
OKLAHOMA	49.40	30.89	17.42	1.02	0.08	0.87	0.09	0.23
OREGON	60.09	26.16	10.72	0.43	1.25	0.64	0.24	0.47
PENNSYLVANIA	35.02	28.90	30.48	2.93	1.67	0.35	0.49	0.16
PUERTO RICO	4.25	48.88	31.96	6.71	3.18	0.63	0.33	4.06
RHODE ISLAND	51.76	15.65	26.81	1.06	2.69	0.00	1.24	0.78
SOUTH CAROLINA	32.01	41.77	22.86	1.96	0.21	0.98	0.04	0.16
SOUTH DAKOTA	8.78	78.03	5.74	0.61	1.06	1.65	3.92	0.20
TENNESSEE	46.52	31.38	18.16	1.25	0.73	0.78	0.04	1.14
TEXAS	5.18	68.19	22.60	1.60	0.06	0.13	0.28	1.96
UTAH	35.51	46.24	14.71	2.41	0.04	0.47	0.00	0.62
VERMONT	81.49	5.60	8.31	0.88	1.28	0.39	1.34	0.72
VIRGINIA	38.57	30.16	28.08	1.26	0.54	0.72	0.47	0.20
WASHINGTON	43.12	38.73	16.59	1.05	0.33	0.04	0.02	0.12
WEST VIRGINIA	42.09	33.84	21.47	1.33	0.00	0.69	0.48	0.10
WISCONSIN	33.48	40.26	23.84	1.54	0.03	0.60	0.01	0.24
WYOMING	59.39	34.58	3.17	0.58	0.15	1.65	0.36	0.11
AMERICAN SAMOA	60.56	19.15	3.38	16.90	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	49.74	23.56	26.70	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	31.49	37.56	24.88	3.22	1.33	0.64	0.29	0.59
50 STATES, D.C. & P.R.	31.49	37.56	24.88	3.22	1.33	0.64	0.29	0.59

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	13,973	16,312	1,786	13	0	0	0	22
ALASKA	1,331	5,182	906	0	1	0	0	1
ARIZONA	2,586	22,860	4,742	155	22	0	0	38
ARKANSAS	8,788	12,407	1,347	47	20	0	39	11
CALIFORNIA	6,013	169,161	62,718	7,346	1,007	46	0	0
COLORADO	3,971	19,506	1,461	16	0	38	11	11
CONNECTICUT	17,605	7,616	5,489	346	333	23	67	52
DELAWARE	1,609	3,967	988	186	3	5	7	37
DISTRICT OF COLUMBIA	161	1,476	875	161	140	0	0	1
FLORIDA	13,251	51,809	23,035	439	1	17	0	30
GEORGIA	214	22,349	4,504	1	1	1	0	4
HAWAII	2,202	3,714	1,147	1	0	0	3	45
IDAHO	5,629	3,585	348	7	0	85	0	2
ILLINOIS	3,651	65,681	32,148	389	188	36	14	25
INDIANA	1,454	30,238	8,326	36	0	12	0	0
IOWA	194	23,027	612	2	0	36	0	4
KANSAS	4,753	6,937	1,383	13	0	36	28	9
KENTUCKY	2,126	17,708	2,241	72	0	73	0	33
LOUISIANA	5,434	9,885	10,760	58	7	78	7	76
MAINE	5,138	5,311	590	12	6	1	6	8
MARYLAND	15,300	11,888	13,821	552	115	5	15	46
MASSACHUSETTS	27,930	7,410	8,509	986	1,464	255	306	273
MICHIGAN	26,233	27,915	13,768	299	.	19	10	44
MINNESOTA	4,443	25,493	1,717	131	.	.	.	7
MISSISSIPPI	4,073	15,422	2,768	0	0	0	1	23
MISSOURI	16,546	33,314	7,926	724	122	6	4	86
MONTANA	3,709	3,522	746	2	0	0	3	52
NEBRASKA	7,847	4,015	694	13	2	39	2	31
NEVADA	1,108	7,317	765	28	0	0	0	8
NEW HAMPSHIRE	5,889	2,615	1,726	16	95	9	79	3
NEW JERSEY	10,244	32,000	37,285	1,434	1,538	21	11	142
NEW MEXICO	8,543	5,546	1,012	1	0	0	0	2
NEW YORK	1,521	87,036	71,346	2,660	354	218	0	392
NORTH CAROLINA	23,633	20,926	4,349	11	5	9	0	76
NORTH DAKOTA	4,583	720	83	19	1	2	4	3
OHIO	23,077	37,874	10,816	188	1,916	196	.	24
OKLAHOMA	12,878	13,837	2,056	22	8	23	3	38
OREGON	14,942	9,353	793	20	99	9	14	29
PENNSYLVANIA	15,448	40,354	25,437	443	711	25	65	19
PUERTO RICO	230	7,724	1,171	144	115	14	8	20
RHODE ISLAND	6,257	2,412	3,302	78	45	0	43	15
SOUTH CAROLINA	3,198	19,652	5,290	39	33	35	5	14
SOUTH DAKOTA	613	5,064	68	4	4	5	6	1
TENNESSEE	20,460	22,173	6,926	181	84	14	1	32
TEXAS	10,436	128,834	33,571	455	2	7	63	344
UTAH	5,782	11,128	1,860	63	0	0	0	13
VERMONT	4,985	345	166	9	57	11	35	8
VIRGINIA	16,182	20,767	12,913	111	96	14	33	31
WASHINGTON	12,348	17,432	2,604	90	21	3	2	14
WEST VIRGINIA	5,939	9,903	2,500	0	0	54	1	2
WISCONSIN	6,141	15,378	2,225	16	3	0	0	16
WYOMING	3,192	2,774	218	3	3	18	2	2
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	38	30	19	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	423,831	1,148,904	443,856	18,042	8,622	1,498	898	2,219
50 STATES, D.C. & P.R.	423,793	1,148,874	443,837	18,042	8,622	1,498	898	2,219

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	43.52	50.81	5.56	0.04	0.00	0.00	0.00	0.07
ALASKA	17.94	69.83	12.21	0.00	0.01	0.00	0.00	0.01
ARIZONA	8.51	75.19	15.60	0.51	0.07	0.00	0.00	0.12
ARKANSAS	38.78	54.76	5.94	0.21	0.09	0.00	0.17	0.05
CALIFORNIA	2.44	68.68	25.46	2.98	0.41	0 02	0.00	0.00
COLORADO	15.88	77.98	5.84	0.06	0.00	0.15	0.04	0.04
CONNECTICUT	55.83	24.15	17.41	1.10	1.06	0.07	0.21	0.16
DELAWARE	23.65	58.32	14.53	2.73	0.04	0.07	0.10	0.54
DISTRICT OF COLUMBIA	5.72	52.45	31.09	5.72	4.98	0.00	0.00	0.04
FLORIDA	14.96	58.49	26.00	0.50	0.00	0.02	0.00	0.03
GEORGIA	0.79	82.55	16.64	0.00	0.00	0.00	0.00	0.01
HAWAII	30.96	52.22	16.13	0.01	0.00	0.00	0.04	0.63
IDAHO	58.30	37.13	3.60	0.07	0.00	0.88	0.00	0.02
ILLINOIS	3.57	64.31	31.48	0.38	0.18	0.04	0.01	0.02
INDIANA	3.63	75.47	20.78	0.09	0.00	0.03	0.00	0.00
IOWA	0.81	96.45	2.56	0.01	0.00	0.15	0.00	0.02
KANSAS	36.12	52.72	10.51	0.10	0.00	0.27	0.21	0.07
KENTUCKY	9.55	79.58	10.07	0.32	0.00	0.33	0.00	0.15
LOUISIANA	20.66	37.58	40.90	0.22	0.03	0.30	0.03	0.29
MAINE	46.41	47.97	5.33	0.11	0.05	0.01	0.05	0.07
MARYLAND	36.65	28.48	33.11	1.32	0.28	0.01	0.04	0.11
MASSACHUSETTS	59.26	15.72	18.05	2.09	3.11	0.54	0.65	0.58
MICHIGAN	38.42	40.88	20.16	0.44	.	0.03	0.01	0.06
MINNESOTA	13.98	80.19	5.40	0.41	.	.	.	0.02
MISSISSIPPI	18.28	69.20	12.42	0.00	0.00	0.00	0.00	0.10
MISSOURI	28.17	56.73	13.50	1.23	0.21	0.01	0.01	0.15
MONTANA	46.17	43.84	9.29	0.02	0.00	0.00	0.04	0.65
NEBRASKA	62.07	31.76	5.49	0.10	0.02	0.31	0.02	0.25
NEVADA	12.01	79.31	8.29	0.30	0.00	0.00	0.00	0.09
NEW HAMPSHIRE	56.45	25.07	16.55	0.15	0.91	0.09	0.76	0.03
NEW JERSEY	12.39	38.71	45.10	1.73	1.86	0.03	0.01	0.17
NEW MEXICO	56.56	36.72	6.70	0.01	0.00	0.00	0.00	0.01
NEW YORK	0.93	53.22	43.63	1.63	0.22	0.13	0.00	0.24
NORTH CAROLINA	48.22	42.70	8.87	0.02	0.01	0.02	0.00	0.16
NORTH DAKOTA	84.64	13.30	1.53	0.35	0.02	0.04	0.07	0.06
OHIO	31.15	51.12	14.60	0.25	2.59	0.26	.	0.03
OKLAHOMA	44.61	47.94	7.12	0.08	0.03	0.08	0.01	0.13
OREGON	59.16	37.03	3.14	0.08	0.39	0.04	0.06	0.11
PENNSYLVANIA	18.72	48.91	30.83	0.54	0.86	0.03	0.08	0.02
PUERTO RICO	2.44	81.94	12.42	1.53	1.22	0.15	0.08	0.21
RHODE ISLAND	51.49	19.85	27.17	0.64	0.37	0.00	0.35	0.12
SOUTH CAROLINA	11.31	69.53	18.72	0.14	0.12	0.12	0.02	0.05
SOUTH DAKOTA	10.63	87.84	1.18	0.07	0.07	0.09	0.10	0.02
TENNESSEE	41.03	44.46	13.89	0.36	0.17	0.03	0.00	0.06
TEXAS	6.01	74.17	19.33	0.26	0.00	0.00	0.04	0.20
UTAH	30.68	59.05	9.87	0.33	0.00	0.00	0.00	0.07
VERMONT	88.76	6.14	2.96	0.16	1.01	0.20	0.62	0.14
VIRGINIA	32.27	41.41	25.75	0.22	0.19	0.03	0.07	0.06
WASHINGTON	37.98	53.61	8.01	0.28	0.06	0.01	0.01	0.04
WEST VIRGINIA	32.28	53.82	13.59	0.00	0.00	0.29	0.01	0.01
WISCONSIN	25.83	64.67	9.36	0.07	0.01	0.00	0.00	0.07
WYOMING	51.38	44.66	3.51	0.05	0.05	0.29	0.03	0.03
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	43.68	34.48	21.84	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	20.70	56.10	21.67	0.88	0.42	0.07	0.04	0.11
50 STATES, D.C. & P.R.	20.70	56.10	21.67	0.88	0.42	0.07	0.04	0.11

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	19,125	2,300	98	2	0	0	0	4
ALASKA	1,079	1,604	181	1	6	0	0	0
ARIZONA	3,474	9,230	330	44	2	0	0	0
ARKANSAS	6,492	367	92	14	2	1	2	1
CALIFORNIA	85,605	2,796	5,102	597	65	0	0	0
COLORADO	5,415	2,247	416	2	0	0	3	0
CONNECTICUT	7,707	551	764	46	53	0	6	5
DELAWARE	1,328	38	21	51	0	0	0	0
DISTRICT OF COLUMBIA	617	10	119	3	0	0	0	0
FLORIDA	47,182	11,746	1,177	45	0	0	0	14
GEORGIA	230	19,350	302	1	1	1	1	2
HAWAII	1,370	56	134	0	0	0	0	0
IDAHO	3,420	671	83	0	5	71	1	0
ILLINOIS	50,211	1,138	1,623	63	10	27	3	5
INDIANA	35,424	0	0	5	0	63	0	0
IOWA	9,031	147	20	0	0	1	0	0
KANSAS	8,753	4,204	315	21	1	173	38	6
KENTUCKY	15,805	5,331	42	11	4	3	0	0
LOUISIANA	16,891	239	796	13	1	9	2	34
MAINE	4,867	628	157	2	6	3	0	0
MARYLAND	17,720	1,566	3,020	206	24	0	3	13
MASSACHUSETTS	18,198	4,829	5,544	643	954	166	200	177
MICHIGAN	30,898	723	822	60	.	3	6	44
MINNESOTA	1,492	11,114	310	11	.	.	.	3
MISSISSIPPI	13,437	3,830	871	27	12	0	0	6
MISSOURI	24,488	5,244	1,134	178	86	0	0	22
MONTANA	3,551	76	37	1	0	2	0	9
NEBRASKA	7,410	97	162	24	6	4	1	45
NEVADA	3,208	12	113	2	0	0	0	0
NEW HAMPSHIRE	1,760	537	573	23	21	1	6	4
NEW JERSEY	45,938	396	1,720	38	400	0	0	3
NEW MEXICO	5,726	2,269	1,224	0	0	0	0	5
NEW YORK	13,925	3,295	6,211	454	66	2	0	6
NORTH CAROLINA	21,820	953	169	29	19	0	0	16
NORTH DAKOTA	3,384	118	83	33	5	0	1	20
OHIO	40,910	0	0	12	8,495	47	.	0
OKLAHOMA	15,149	387	62	13	8	0	4	2
OREGON	10,237	1,019	533	5	45	3	1	7
PENNSYLVANIA	47,577	4,656	162	73	1,199	5	0	11
PUERTO RICO	334	669	170	16	20	1	0	10
RHODE ISLAND	2,799	123	130	3	6	0	2	1
SOUTH CAROLINA	16,837	1,065	154	8	7	0	1	3
SOUTH DAKOTA	285	3,465	96	0	0	0	0	4
TENNESSEE	20,101	1,492	740	13	54	1	0	3
TEXAS	2,175	56,748	783	55	0	171	5	192
UTAH	6,885	3,151	338	1	3	46	0	46
VERMONT	2,908	98	130	6	41	2	6	34
VIRGINIA	18,482	3,533	118	5	5	0	0	8
WASHINGTON	11,181	96	166	3	8	0	0	2
WEST VIRGINIA	9,570	458	4	0	0	2	0	1
WISCONSIN	13,071	215	224	10	7	0	0	2
WYOMING	2,589	270	14	1	11	2	1	0
AMERICAN SAMOA	127	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	10	5	2	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	758,208	175,162	37,591	2,866	11,658	810	293	770
50 STATES, D.C. & P.R.	758,071	175,157	37,589	2,866	11,658	810	293	770

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	88.83	10.68	0.46	0.01	0.00	0.00	0.00	0.02
ALASKA	37.58	55.87	6.30	0.03	0.21	0.00	0.00	0.00
ARIZONA	26.56	70.57	2.52	0.34	0.02	0.00	0.00	0.00
ARKANSAS	93.13	5.26	1.32	0.20	0.03	0.01	0.03	0.01
CALIFORNIA	90.91	2.97	5.42	0.63	0.07	0.00	0.00	0.00
COLORADO	66.99	27.80	5.15	0.02	0.00	0.00	0.04	0.00
CONNECTICUT	84.40	6.03	8.37	0.50	0.58	0.00	0.07	0.05
DELAWARE	92.35	2.64	1.46	3.55	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	82.38	1.34	15.89	0.40	0.00	0.00	0.00	0.00
FLORIDA	78.42	19.52	1.96	0.07	0.00	0.00	0.00	0.02
GEORGIA	1.16	97.29	1.52	0.01	0.01	0.01	0.01	0.01
HAWAII	87.82	3.59	8.59	0.00	0.00	0.00	0.00	0.00
IDAHO	80.45	15.78	1.95	0.00	0.12	1.67	0.02	0.00
ILLINOIS	94.59	2.14	3.06	0.12	0.02	0.05	0.01	0.01
INDIANA	99.81	0.00	0.00	0.01	0.00	0.18	0.00	0.00
IOWA	98.17	1.60	0.22	0.00	0.00	0.01	0.00	0.00
KANSAS	64.78	31.12	2.33	0.16	0.01	1.28	0.28	0.04
KENTUCKY	74.57	25.15	0.20	0.05	0.02	0.01	0.00	0.00
LOUISIANA	93.92	1.33	4.43	0.07	0.01	0.05	0.01	0.19
MAINE	85.94	11.09	2.77	0.04	0.11	0.05	0.00	0.00
MARYLAND	78.57	6.94	13.39	0.91	0.11	0.00	0.01	0.06
MASSACHUSETTS	59.26	15.72	18.05	2.09	3.11	0.54	0.65	0.58
MICHIGAN	94.91	2.22	2.52	0.18	.	0.01	0.02	0.14
MINNESOTA	11.54	85.96	2.40	0.09	.	.	.	0.02
MISSISSIPPI	73.90	21.06	4.79	0.15	0.07	0.00	0.00	0.03
MISSOURI	78.61	16.83	3.64	0.57	0.28	0.00	0.00	0.07
MONTANA	96.60	2.07	1.01	0.03	0.00	0.05	0.00	0.24
NEBRASKA	95.63	1.25	2.09	0.31	0.08	0.05	0.01	0.58
NEVADA	96.19	0.36	3.39	0.06	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	60.17	18.36	19.59	0.79	0.72	0.03	0.21	0.14
NEW JERSEY	94.73	0.82	3.55	0.08	0.82	0.00	0.00	0.01
NEW MEXICO	62.08	24.60	13.27	0.00	0.00	0.00	0.00	0.05
NEW YORK	58.12	13.75	25.92	1.89	0.28	0.01	0.00	0.03
NORTH CAROLINA	94.84	4.14	0.73	0.13	0.08	0.00	0.00	0.07
NORTH DAKOTA	92.86	3.24	2.28	0.91	0.14	0.00	0.03	0.55
OHIO	82.71	0.00	0.00	0.02	17.17	0.10	.	0.00
OKLAHOMA	96.95	2.48	0.40	0.08	0.05	0.00	0.03	0.01
OREGON	86.39	8.60	4.50	0.04	0.38	0.03	0.01	0.06
PENNSYLVANIA	88.63	8.67	0.30	0.14	2.23	0.01	0.00	0.02
PUERTO RICO	27.38	54.84	13.93	1.31	1.64	0.08	0.00	0.82
RHODE ISLAND	91.35	4.01	4.24	0.10	0.20	0.00	0.07	0.03
SOUTH CAROLINA	93.19	5.89	0.85	0.00	0.04	0.00	0.01	0.02
SOUTH DAKOTA	7.40	90.00	2.49	0.00	0.00	0.00	0.00	0.10
TENNESSEE	89.72	6.66	3.30	0.06	0.24	0.00	0.00	0.01
TEXAS	3.62	94.38	1.30	0.09	0.00	0.28	0.01	0.32
UTAH	65.76	30.10	3.23	0.01	0.03	0.44	0.00	0.44
VERMONT	90.17	3.04	4.03	0.19	1.27	0.06	0.19	1.05
VIRGINIA	83.44	15.95	0.53	0.02	0.02	0.00	0.00	0.04
WASHINGTON	97.60	0.84	1.45	0.03	0.07	0.00	0.00	0.02
WEST VIRGINIA	95.37	4.56	0.04	0.00	0.00	0.02	0.00	0.01
WISCONSIN	96.61	1.59	1.66	0.07	0.05	0.00	0.00	0.01
WYOMING	89.65	9.35	0.48	0.03	0.38	0.07	0.03	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	58.82	29.41	11.76	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	76.79	17.74	3.81	0.29	1.18	0.08	0.03	0.08
50 STATES, D.C. & P.R.	76.79	17.74	3.81	0.29	1.18	0.08	0.03	0.08

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

MENTAL RETARDATION

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	2,165	5,420	18,471	587	17	39	1	42
ALASKA	22	93	267	0	0	0	0	0
ARIZONA	63	957	3,416	445	81	1	17	5
ARKANSAS	1,230	4,809	3,597	219	341	203	176	84
CALIFORNIA	760	419	19,444	2,278	271	864	0	0
COLORADO	66	642	2,235	51	27	2	4	3
CONNECTICUT	92	560	2,217	576	145	7	57	30
DELAWARE	58	484	316	314	0	1	19	10
DISTRICT OF COLUMBIA	7	148	480	244	38	0	13	1
FLORIDA	141	1,106	17,688	5,312	88	25	31	75
GEORGIA	62	6,130	15,547	294	11	656	12	25
HAWAII	22	240	954	31	7	0	2	3
IDAHO	479	807	1,161	60	1	39	0	42
ILLINOIS	72	610	17,527	2,968	1,524	250	591	13
INDIANA	58	1,795	16,285	1,416	0	27	18	17
IOWA	33	6,353	2,880	539	0	83	9	7
KANSAS	287	573	4,269	95	0	148	48	6
KENTUCKY	1,144	10,064	6,700	359	57	32	1	80
LOUISIANA	148	669	7,791	1,301	17	639	35	51
MAINE	195	885	1,110	45	73	0	0	10
MARYLAND	193	416	2,742	1,829	148	9	38	10
MASSACHUSETTS	16,774	4,450	5,111	593	879	153	185	164
MICHIGAN	1,141	2,556	9,758	5,125	.	9	3	36
MINNESOTA	284	3,830	5,195	309	.	.	.	20
MISSISSIPPI	72	2,477	5,841	228	1	141	6	59
MISSOURI	978	2,442	10,741	4,236	186	50	4	262
MONTANA	83	210	758	2	0	1	3	9
NEBRASKA	636	1,316	1,834	199	15	77	13	14
NEVADA	59	249	463	339	0	1	0	0
NEW HAMPSHIRE	234	108	437	24	92	2	29	2
NEW JERSEY	29	105	2,944	1,885	650	43	17	20
NEW MEXICO	64	595	1,289	13	0	44	0	10
NEW YORK	54	848	13,296	5,846	478	260	117	123
NORTH CAROLINA	2,437	7,352	9,310	1,532	130	51	242	80
NORTH DAKOTA	116	271	990	32	5	10	25	12
OHIO	949	3,833	35,561	1,443	105	289	.	47
OKLAHOMA	882	3,837	6,175	251	3	61	4	19
OREGON	249	733	2,362	34	10	59	1	16
PENNSYLVANIA	464	5,487	24,094	3,180	166	191	142	139
PUERTO RICO	213	5,995	7,343	1,692	317	89	14	286
RHODE ISLAND	14	22	795	1	173	0	13	11
SOUTH CAROLINA	777	5,170	7,341	1,044	88	253	3	54
SOUTH DAKOTA	23	981	354	2	47	23	125	1
TENNESSEE	1,031	4,658	6,218	482	291	221	14	23
TEXAS	357	2,798	16,556	1,960	36	72	170	104
UTAH	204	812	2,041	151	2	44	0	11
VERMONT	805	129	493	18	18	6	10	10
VIRGINIA	293	2,672	8,664	707	32	181	49	43
WASHINGTON	545	1,951	4,005	179	9	1	1	6
WEST VIRGINIA	411	2,393	4,914	449	0	82	1	19
WISCONSIN	159	1,222	3,009	303	2	5	0	7
WYOMING	228	226	61	25	0	84	8	1
AMERICAN SAMOA	88	67	0	41	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	8	3	17	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	37,958	112,978	343,067	51,288	6,581	5,528	2,271	2,122
50 STATES, D.C. & P.R.	37,862	112,908	343,050	51,247	6,581	5,528	2,271	2,122

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

MENTAL RETARDATION

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	8.10	20.27	69.07	2.20	0.06	0.15	0.00	0.16
ALASKA	5.76	24.35	69.90	0.00	0.00	0.00	0.00	0.00
ARIZONA	1.26	19.20	68.53	8.93	1.62	0.02	0.34	0.10
ARKANSAS	11.54	45.12	33.75	2.05	3.20	1.90	1.65	0.79
CALIFORNIA	3.16	1.74	80.90	9.48	1.13	3.59	0.00	0.00
COLORADO	2.18	21.19	73.76	1.68	0.89	0.07	0.13	0.10
CONNECTICUT	2.50	15.20	60.18	15.64	3.94	0.19	1.55	0.81
DELAWARE	4.83	40.27	26.29	26.12	0.00	0.08	1.58	0.83
DISTRICT OF COLUMBIA	0.75	15.90	51.56	26.21	4.08	0.00	1.40	0.11
FLORIDA	0.58	4.52	72.30	21.71	0.36	0.10	0.13	0.31
GEORGIA	0.27	26.96	68.38	1.29	0.05	2.89	0.05	0.11
HAWAII	1.75	19.06	75.77	2.46	0.56	0.00	0.16	0.24
IDAHO	18.50	31.17	44.84	2.32	0.04	1.51	0.00	1.62
ILLINOIS	0.31	2.59	74.41	12.60	6.47	1.06	2.51	0.06
INDIANA	0.30	9.15	83.02	7.22	0.00	0.14	0.09	0.09
IOWA	0.33	64.15	29.08	5.44	0.00	0.84	0.09	0.07
KANSAS	5.29	10.56	78.68	1.75	0.00	2.73	0.88	0.11
KENTUCKY	6.20	54.59	36.34	1.95	0.31	0.17	0.01	0.43
LOUISIANA	1.39	6.28	73.15	12.21	0.16	6.00	0.33	0.48
MAINE	8.41	38.18	47.89	1.94	3.15	0.00	0.00	0.43
MARYLAND	3.58	7.73	50.92	33.96	2.75	0.17	0.71	0.19
MASSACHUSETTS	59.25	15.72	18.05	2.09	3.11	0.54	0.65	0.58
MICHIGAN	6.13	13.72	52.38	27.51	.	0.05	0.02	0.19
MINNESOTA	2.95	39.74	53.90	3.21	.	.	.	0.21
MISSISSIPPI	0.82	28.07	66.19	2.58	0.01	1.60	0.07	0.67
MISSOURI	5.17	12.92	56.83	22.41	0.98	0.26	0.02	1.39
MONTANA	7.79	19.70	71.11	0.19	0.00	0.09	0.28	0.84
NEBRASKA	15.50	32.07	44.69	4.85	0.37	1.88	0.32	0.34
NEVADA	5.31	22.41	41.67	30.51	0.00	0.09	0.00	0.00
NEW HAMPSHIRE	25.22	11.64	47.09	2.59	9.91	0.22	3.13	0.22
NEW JERSEY	0.51	1.84	51.71	33.11	11.42	0.76	0.30	0.35
NEW MEXICO	3.18	29.53	63.97	0.65	0.00	2.18	0.00	0.50
NEW YORK	0.26	4.03	63.25	27.81	2.27	1.24	0.56	0.59
NORTH CAROLINA	11.53	34.79	44.05	7.25	0.62	0.24	1.15	0.38
NORTH DAKOTA	7.94	18.55	67.76	2.19	0.34	0.68	1.71	0.82
OHIO	2.25	9.08	84.21	3.42	0.25	0.68	.	0.11
OKLAHOMA	7.85	34.16	54.98	2.23	0.03	0.54	0.04	0.17
OREGON	7.19	21.16	68.19	0.98	0.29	1.70	0.03	0.46
PENNSYLVANIA	1.37	16.20	71.15	9.39	0.49	0.56	0.42	0.41
PUERTO RICO	1.34	37.59	46.04	10.61	1.99	0.56	0.09	1.79
RHODE ISLAND	1.36	2.14	77.26	0.10	16.81	0.00	1.26	1.07
SOUTH CAROLINA	5.27	35.10	49.84	7.09	0.60	1.72	0.02	0.37
SOUTH DAKOTA	1.48	63.05	22.75	0.13	3.02	1.48	8.03	0.06
TENNESSEE	7.97	36.00	48.06	3.73	2.25	1.71	0.11	0.18
TEXAS	1.62	12.69	75.07	8.89	0.16	0.33	0.77	0.47
UTAH	6.25	24.87	62.51	4.62	0.06	1.35	0.00	0.34
VERMONT	54.06	8.66	33.11	1.21	1.21	0.40	0.67	0.67
VIRGINIA	2.32	21.14	68.54	5.59	0.25	1.43	0.39	0.34
WASHINGTON	8.14	29.13	59.80	2.67	0.13	0.01	0.01	0.09
WEST VIRGINIA	4.97	28.94	59.43	5.43	0.00	0.99	0.01	0.23
WISCONSIN	3.38	25.96	63.93	6.44	0.04	0.11	0.00	0.15
WYOMING	36.02	35.70	9.64	3.95	0.00	13.27	1.26	0.16
AMERICAN SAMOA	44.90	34.18	0.00	20.92	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	28.57	10.71	60.71	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	6.76	20.11	61.07	9.13	1.17	0.98	0.40	0.38
50 STATES, D.C. & P.R.	6.74	20.11	61.09	9.13	1.17	0.98	0.40	0.38

DATA AS OF OCTOBER 1, 1991.

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8OCT91

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	2,614	1,236	1,294	109	10	135	121	85
ALASKA	83	237	239	0	0	0	0	0
ARIZONA	81	942	1,231	183	177	4	64	48
ARKANSAS	34	97	91	3	5	0	18	6
CALIFORNIA	530	718	5,712	668	3,961	404	0	0
COLORADO	1,783	3,967	2,131	172	8	149	355	259
CONNECTICUT	3,660	1,865	2,807	779	1,117	220	687	356
DELAWARE	244	639	352	195	6	27	13	115
DISTRICT OF COLUMBIA	6	39	245	81	72	0	283	52
FLORIDA	1,796	7,306	11,280	2,401	118	153	278	42
GEORGIA	195	12,229	4,810	441	4	422	30	6
HAWAII	157	218	529	13	16	5	107	11
IDAHO	144	125	115	29	1	24	5	19
ILLINOIS	627	4,566	11,449	3,438	3,022	1,840	494	50
INDIANA	507	988	2,899	293	0	90	44	8
IOWA	166	3,494	1,152	285	0	261	61	27
KANSAS	750	894	1,874	531	0	268	142	33
KENTUCKY	128	1,139	1,252	278	7	125	26	100
LOUISIANA	300	446	2,564	303	2	213	66	47
MAINE	1,465	1,268	758	181	155	0	181	60
MARYLAND	520	428	1,764	669	572	219	250	63
MASSACHUSETTS	10,840	2,876	3,303	383	568	99	119	105
MICHIGAN	6,132	4,867	5,082	1,736	.	287	269	54
MINNESOTA	1,189	6,483	2,420	1,803	.	.	.	216
MISSISSIPPI	16	69	177	0	2	1	13	14
MISSOURI	1,812	4,338	3,432	698	318	206	180	492
MONTANA	195	150	253	44	0	6	25	10
NEBRASKA	1,026	567	567	59	36	53	10	47
NEVADA	73	530	265	63	0	1	4	7
NEW HAMPSHIRE	739	339	349	9	202	39	117	6
NEW JERSEY	577	2,216	4,584	1,927	4,010	268	26	285
NEW MEXICO	925	786	1,355	23	0	60	0	8
NEW YORK	712	6,829	22,379	7,568	3,231	443	400	1,557
NORTH CAROLINA	2,930	2,363	3,411	350	10	359	9	148
NORTH DAKOTA	164	107	122	4	2	26	27	6
OHIO	414	841	3,415	2,874	4	139	.	203
OKLAHOMA	124	214	944	75	2	86	22	30
OREGON	775	587	671	118	358	52	91	91
PENNSYLVANIA	1,362	4,532	7,577	1,329	674	388	377	119
PUERTO RICO	62	217	480	93	13	3	6	75
RHODE ISLAND	281	206	545	6	193	0	149	14
SOUTH CAROLINA	701	2,468	2,084	181	15	37	19	26
SOUTH DAKOTA	55	200	53	10	55	14	124	0
TENNESSEE	522	461	916	170	129	211	3	78
TEXAS	944	8,723	10,576	1,274	116	53	286	2,380
UTAH	2,455	5,117	1,508	134	7	0	0	104
VERMONT	544	56	87	69	19	13	60	18
VIRGINIA	1,186	1,698	3,794	250	319	58	312	70
WASHINGTON	937	1,577	1,104	239	115	0	10	14
WEST VIRGINIA	550	681	869	58	0	43	10	12
WISCONSIN	2,066	4,559	3,461	235	5	26	0	60
WYOMING	256	384	39	16	1	28	27	6
AMERICAN SAMOA	0	0	0	2	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	4	0	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	56,358	107,882	140,371	32,852	19,657	7,558	5,920	7,642
50 STATES, D.C. & P.R.	56,354	107,882	140,370	32,850	19,657	7,558	5,920	7,642

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	46.65	22.06	23.09	1.95	0.18	2.41	2.16	1.52
ALASKA	14.85	42.40	42.75	0.00	0.00	0.00	0.00	0.00
ARIZONA	2.97	34.51	45.09	6.70	6.48	0.15	2.34	1.76
ARKANSAS	13.39	38.19	35.83	1.18	1.97	0.00	7.09	2.36
CALIFORNIA	4.42	5.99	47.63	5.57	33.03	3.37	0.00	0.00
COLORADO	20.21	44.96	24.15	1.95	0.09	1.09	4.02	2.94
CONNECTICUT	31.85	16.23	24.43	6.78	9.72	1.91	5.98	3.10
DELAWARE	15.34	40.16	22.12	12.26	0.38	1.70	0.82	7.23
DISTRICT OF COLUMBIA	0.77	5.01	31.49	10.41	9.25	0.00	36.38	6.68
FLORIDA	7.68	31.26	48.26	10.27	0.50	0.65	1.19	0.18
GEORGIA	1.08	67.43	26.52	2.43	0.02	2.33	0.17	0.03
HAWAII	14.87	20.64	50.09	1.23	1.52	0.47	10.13	1.04
IDAHO	31.17	27.06	24.89	6.28	0.22	5.19	1.08	4.11
ILLINOIS	2.46	17.92	44.92	13.49	11.86	7.22	1.94	0.20
INDIANA	10.50	20.46	60.03	6.07	0.00	1.86	0.91	0.17
IOWA	3.05	64.16	21.15	5.23	0.00	4.79	1.12	0.50
KANSAS	16.70	19.90	41.72	11.82	0.00	5.97	3.16	0.73
KENTUCKY	4.19	37.28	40.98	9.10	0.23	4.09	0.85	3.27
LOUISIANA	7.61	11.32	65.06	7.69	0.05	5.40	1.67	1.19
MAINE	36.01	31.17	18.63	4.45	3.81	0.00	4.45	1.47
MARYLAND	11.59	9.54	39.33	14.92	12.75	4.88	5.57	1.40
MASSACHUSETTS	59.26	15.72	18.06	2.09	3.11	0.54	0.65	0.57
MICHIGAN	33.28	26.41	27.58	9.42		1.56	1.46	0.29
MINNESOTA	9.82	53.53	19.98	14.89	.	.	.	1.78
MISSISSIPPI	5.48	23.63	60.62	0.00	0.68	0.34	4.45	4.79
MISSOURI	15.79	37.80	29.91	6.08	2.77	1.80	1.57	4.29
MONTANA	28.55	21.96	37.04	6.44	0.00	0.88	3.66	1.46
NEBRASKA	43.38	23.97	23.97	2.49	1.52	2.24	0.42	1.99
NEVADA	7.74	56.20	28.10	6.68	0.00	0.11	0.42	0.74
NEW HAMPSHIRE	41.06	18.83	19.39	0.50	11.22	2.17	6.50	0.33
NEW JERSEY	4.15	15.95	33.00	13.87	28.86	1.93	0.19	2.05
NEW MEXICO	29.30	24.90	42.92	0.73	0.00	1.90	0.00	0.25
NEW YORK	1.65	15.84	51.90	17.55	7.49	1.03	0.93	3.61
NORTH CAROLINA	30.58	24.67	35.61	3.65	0.10	3.75	0.09	1.54
NORTH DAKOTA	35.81	23.36	26.64	0.87	0.44	5.68	5.90	1.31
OHIO	5.25	10.66	43.28	36.43	0.05	1.76	.	2.57
OKLAHOMA	8.28	14.30	63.06	5.01	0.13	5.74	1.47	2.00
OREGON	28.25	21.40	24.46	4.30	13.05	1.90	3.32	3.32
PENNSYLVANIA	8.33	27.71	46.32	8.12	4.12	2.37	2.30	0.73
PUERTO RICO	6.53	22.87	50.58	9.80	1.37	0.32	0.63	7.90
RHODE ISLAND	20.16	14.78	39.10	0.43	13.85	0.00	10.69	1.00
SOUTH CAROLINA	12.67	44.62	37.68	3.27	0.27	0.67	0.34	0.47
SOUTH DAKOTA	10.76	39.14	10.37	1.96	10.76	2.74	24.27	0.00
TENNESSEE	20.96	18.51	36.79	6.83	5.18	8.47	0.12	3.13
TEXAS	3.88	35.82	43.43	5.23	0.48	0.22	1.17	9.77
UTAH	26.33	54.87	16.17	1.44	0.08	0.00	0.00	1.12
VERMONT	62.82	6.47	10.05	7.97	2.19	1.50	6.93	2.08
VIRGINIA	15.43	22.09	49.36	3.25	4.15	0.75	4.06	0.91
WASHINGTON	23.45	39.46	27.63	5.98	2.88	0.00	0.25	0.35
WEST VIRGINIA	24.74	30.63	39.09	2.61	0.00	1.93	0.45	0.54
WISCONSIN	19.84	43.79	33.24	2.26	0.05	0.25	0.00	0.58
WYOMING	33.82	50.73	5.15	2.11	0.13	3.70	3.57	0.79
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	80.00	0.00	20.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	14.90	28.52	37.11	8.69	5.20	2.00	1.57	2.02
50 STATES, D.C. & P.R.	14.90	28.52	37.11	8.69	5.20	2.00	1.57	2.02

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	323	166	242	32	2	226	0	1
ALASKA	25	55	56	1	0	0	0	0
ARIZONA	202	381	186	260	2	290	0	2
ARKANSAS	150	114	54	50	7	132	0	1
CALIFORNIA	1,345	405	3,786	443	67	763	0	0
COLORADO	279	222	201	4	0	67	1	0
CONNECTICUT	215	93	99	51	114	1	58	4
DELAWARE	76	69	68	1	0	8	0	1
DISTRICT OF COLUMBIA	20	20	8	0	0	0	2	0
FLORIDA	254	166	1,459	35	4	325	0	3
GEORGIA	9	400	417	187	3	120	1	0
HAWAII	72	72	119	11	11	0	0	1
IDAHO	111	76	4	15	0	14	0	0
ILLINOIS	399	435	1,582	77	13	240	9	1
INDIANA	86	265	475	10	0	358	0	0
IOWA	257	210	167	0	0	133	1	0
KANSAS	145	158	308	12	0	225	10	4
KENTUCKY	141	106	149	18	3	311	0	2
LOUISIANA	238	217	478	59	9	265	0	1
MAINE	148	63	19	5	0	45	0	1
MARYLAND	473	107	264	53	0	260	3	1
MASSACHUSETTS	1,109	293	338	40	59	10	12	12
MICHIGAN	959	427	726	123	.	135	0	2
MINNESOTA	312	643	208	45	.	.	.	2
MISSISSIPPI	45	173	158	20	0	142	0	1
MISSOURI	410	230	312	340	10	229	16	8
MONTANA	74	26	34	0	0	72	0	0
NEBRASKA	226	64	88	26	2	104	0	3
NEVADA	12	24	107	0	1	0	2	0
NEW HAMPSHIRE	38	10	10	144	9	0	17	0
NEW JERSEY	64	229	341	539	102	1	2	5
NEW MEXICO	192	51	110	9	0	111	0	0
NEW YORK	695	616	816	472	1,067	103	5	20
NORTH CAROLINA	784	315	242	16	1	494	0	1
NORTH DAKOTA	73	27	25	1	0	45	0	0
OHIO	424	157	1,141	217	19	135	.	1
OKLAHOMA	183	88	213	40	8	91	7	0
OREGON	606	118	144	2	24	130	0	5
PENNSYLVANIA	1,525	324	634	25	295	5	184	6
PUERTO RICO	85	295	404	45	152	3	2	14
RHODE ISLAND	24	14	12	103	3	0	1	1
SOUTH CAROLINA	296	285	189	0	4	153	1	2
SOUTH DAKOTA	93	86	6	48	0	75	3	0
TENNESSEE	346	176	415	83	0	173	1	2
TEXAS	89	464	215	215	3	5	4	5
UTAH	288	257	23	1	2	63	0	1
VERMONT	143	4	7	0	7	11	33	1
VIRGINIA	336	213	372	10	2	265	11	1
WASHINGTON	418	535	186	28	20	17	0	0
WEST VIRGINIA	111	67	88	0	2	19	92	0
WISCONSIN	127	25	52	5	1	3	0	0
WYOMING	65	50	9	14	0	17	1	0
AMERICAN SAMOA	0	1	12	1	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	17	6	2	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	15,137	10,173	17,780	3,936	2,028	6,394	479	116
50 STATES, D.C. & P.R.	15,120	10,166	17,766	3,935	2,028	6,394	479	116

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	32.56	16.73	24.40	3.23	0.20	22.78	0.00	0.10
ALASKA	18.25	40.15	40.88	0.73	0.00	0.00	0.00	0.00
ARIZONA	15.27	28.80	14.06	19.65	0.15	21.92	0.00	0.15
ARKANSAS	29.53	22.44	10.63	9.84	1.38	25.98	0.00	0.20
CALIFORNIA	19.75	5.95	55.60	6.51	0.98	11.21	0.00	0.00
COLORADO	36.05	28.68	25.97	0.52	0.00	8.66	0.13	0.00
CONNECTICUT	33.86	14.65	15.59	8.03	17.95	0.16	9.13	0.63
DELAWARE	34.08	30.94	30.49	0.45	0.00	3.59	0.00	0.45
DISTRICT OF COLUMBIA	40.00	40.00	16.00	0.00	0.00	0.00	4.00	0.00
FLORIDA	11.31	7.39	64.96	1.56	0.18	14.47	0.00	0.13
GEORGIA	0.79	35.18	36.68	16.45	0.26	10.55	0.09	0.00
HAWAII	25.17	25.17	41.61	3.85	3.85	0.00	0.00	0.35
IDAHO	50.45	34.55	1.82	6.82	0.00	6.36	0.00	0.00
ILLINOIS	14.48	15.78	57.40	2.79	0.47	8.71	0.33	0.04
INDIANA	7.20	22.19	39.78	0.84	0.00	29.98	0.00	0.00
IOWA	33.46	27.34	21.74	0.00	0.00	17.32	0.13	0.00
KANSAS	16.82	18.33	35.73	1.39	0.00	26.10	1.16	0.46
KENTUCKY	17.41	22.96	18.40	2.22	0.37	38.40	0.00	0.25
LOUISIANA	18.78	17.13	37.73	4.66	0.71	20.92	0.00	0.08
MAINE	52.67	22.42	6.76	1.78	0.00	16.01	0.00	0.36
MARYLAND	40.74	9.22	22.74	4.57	0.00	22.39	0.26	0.09
MASSACHUSETTS	59.21	15.64	18.05	2.14	3.15	0.53	0.64	0.64
MICHIGAN	40.43	18.00	30.61	5.19	.	5.69	0.00	0.08
MINNESOTA	25.79	53.14	17.19	3.72	.	.	.	0.17
MISSISSIPPI	8.35	32.10	29.31	3.71	0.00	26.35	0.00	0.19
MISSOURI	26.37	14.79	20.06	21.86	0.64	14.73	1.03	0.51
MONTANA	35.92	12.62	16.50	0.00	0.00	34.95	0.00	0.00
NEBRASKA	44.05	12.48	17.15	5.07	0.39	20.27	0.00	0.58
NEVADA	8.22	16.44	73.29	0.00	0.68	0.00	1.37	0.00
NEW HAMPSHIRE	16.67	4.39	4.39	63.16	3.95	0.00	7.46	0.00
NEW JERSEY	4.99	17.85	26.58	42.01	7.95	0.08	0.16	0.39
NEW MEXICO	40.59	10.78	23.26	1.90	0.00	23.47	0.00	0.00
NEW YORK	18.32	16.24	21.51	12.44	28.12	2.71	0.13	0.53
NORTH CAROLINA	42.31	17.00	13.06	0.86	0.05	26.66	0.00	0.05
NORTH DAKOTA	42.69	15.79	14.62	0.58	0.00	26.32	0.00	0.00
OHIO	20.25	7.50	54.49	10.36	0.91	6.45	.	0.05
OKLAHOMA	29.05	13.97	33.81	6.35	1.27	14.44	1.11	0.00
OREGON	58.89	11.47	13.99	0.19	2.33	12.63	0.00	0.49
PENNSYLVANIA	50.87	10.81	21.15	0.83	9.84	0.17	6.14	0.20
PUERTO RICO	8.50	29.50	40.40	4.50	15.20	0.30	0.20	1.40
RHODE ISLAND	15.19	8.86	7.59	65.19	1.90	0.00	0.63	0.63
SOUTH CAROLINA	31.83	30.65	20.32	0.00	0.43	16.45	0.11	0.22
SOUTH DAKOTA	29.90	27.65	1.93	15.43	0.00	24.12	0.96	0.00
TENNESSEE	28.93	14.72	34.70	6.94	0.00	14.46	0.08	0.17
TEXAS	8.90	46.40	21.50	21.50	0.30	0.50	0.40	0.50
UTAH	45.35	40.47	3.62	0.16	0.31	9.92	0.00	0.16
VERMONT	69.42	1.94	3.40	0.00	3.40	5.34	16.02	0.49
VIRGINIA	27.77	17.60	30.74	0.83	0.17	21.90	0.91	0.08
WASHINGTON	34.72	44.44	15.45	2.33	1.66	1.41	0.00	0.00
WEST VIRGINIA	29.29	17.68	23.22	0.00	0.53	5.01	24.27	0.00
WISCONSIN	59.62	11.74	24.41	2.35	0.47	1.41	0.00	0.00
WYOMING	41.67	32.05	5.77	8.97	0.00	10.90	0.64	0.00
AMERICAN SAMOA	0.00	7.14	85.71	7.14	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	68.00	24.00	8.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	27.01	18.15	31.73	7.02	3.62	11.41	0.85	0.21
50 STATES, D.C. & P.R.	27.00	18.15	31.72	7.03	3.62	11.42	0.86	0.21

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	33	12	693	165	5	0	0	22
ALASKA	10	95	221	0	0	0	0	1
ARIZONA	29	122	685	253	224	63	13	18
ARKANSAS	19	56	245	78	86	19	13	51
CALIFORNIA	174	104	4,318	505	371	0	0	0
COLORADO	161	897	1,930	225	0	59	9	22
CONNECTICUT	43	71	436	182	179	3	38	19
DELAWARE	2	23	64	19	0	5	0	4
DISTRICT OF COLUMBIA	1	6	29	53	87	7	20	0
FLORIDA	0	0	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0	0	0
HAWAII	1	2	188	23	5	0	0	7
IDAHO	13	9	31	8	0	0	0	1
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	515	193	0	70	12	8
IOWA	0	0	332	225	0	1	12	4
KANSAS	20	1	306	45	0	150	9	80
KENTUCKY	29	88	649	185	49	6	0	36
LOUISIANA	9	13	446	202	0	63	9	29
MAINE	123	264	446	25	14	9	22	23
MARYLAND	221	165	733	1,568	217	31	81	37
MASSACHUSETTS	1,740	462	530	61	91	16	20	16
MICHIGAN	40	7	234	1,444	.	9	0	45
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	3	7	255	56	0	44	1	18
MISSOURI	12	60	122	186	194	80	6	12
MONTANA	41	29	241	2	0	17	0	5
NEBRASKA	81	25	211	54	6	21	7	12
NEVADA	5	33	79	169	0	0	0	3
NEW HAMPSHIRE	53	14	38	65	66	2	22	2
NEW JERSEY	123	329	1,304	2,368	2,040	132	49	79
NEW MEXICO	15	63	471	6	0	33	0	12
NEW YORK	108	376	3,068	3,754	1,925	103	319	256
NORTH CAROLINA	34	96	581	196	50	210	123	12
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	23	200	4,034	5,133	1	0	.	54
OKLAHOMA	46	67	806	180	3	170	15	33
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	19	63	336	53	142	27	75	814
RHODE ISLAND	1	2	44	0	41	0	5	1
SOUTH CAROLINA	15	17	316	12	0	138	0	3
SOUTH DAKOTA	7	129	147	11	13	51	102	7
TENNESSEE	23	60	1,044	96	119	35	0	30
TEXAS	20	884	1,148	414	23	59	227	434
UTAH	9	27	627	720	0	42	0	25
VERMONT	26	10	86	1	2	2	6	3
VIRGINIA	53	70	729	51	28	110	30	13
WASHINGTON	86	263	1,330	40	8	1	0	11
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	1,659	7,134	7,835	517	4	342	3	50
WYOMING	0	0	0	0	0	25	0	0
AMERICAN SAMOA	0	0	0	9	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	11	0	8	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	5,141	12,355	37,891	19,552	5,993	2,155	1,248	2,312
50 STATES, D.C. & P.R.	5,130	12,355	37,883	19,543	5,993	2,155	1,248	2,312

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(1BXXNP1A)
8OCT91

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	3.55	1.29	74.52	17.74	0.54	0.00	0.00	2.37
ALASKA	3.06	29.05	67.58	0.00	0.00	0.00	0.00	0.31
ARIZONA	2.06	8.67	48.69	17.98	15.92	4.48	0 92	1.28
ARKANSAS	3.35	9.88	43.21	13.76	15.17	3.35	2.29	8.99
CALIFORNIA	3.18	1.90	78.91	9.23	6.78	0.00	0.00	0.00
COLORADO	4.87	27.16	58.43	6.81	0.00	1.79	0.27	0.67
CONNECTICUT	4.43	7.31	44.90	18.74	18.43	0.31	3.91	1.96
DELAWARE	1.71	19.66	54.70	16.24	0.00	4.27	0.00	3.42
DISTRICT OF COLUMBIA	0.49	2.96	14.29	26.11	42.86	3.45	9.85	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.44	0.88	83.19	10.18	2.21	0.00	0.00	3.10
IDAHO	20.97	14.52	50.00	12.90	0.00	0.00	0.00	1.61
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	64.54	24.19	0.00	8.77	1.50	1.00
IOWA	0.00	0.00	57.84	39.20	0.00	0.17	2.09	0.70
KANSAS	3.27	0.16	50.08	7.36	0.00	24.55	1.47	13.09
KENTUCKY	2.78	8.45	62.28	17.75	4.70	0.58	0.00	3.45
LOUISIANA	1.17	1.69	57.85	26.20	0.00	8.17	1.17	3.76
MAINE	13.28	28.51	48.16	2.70	1.51	0.97	2.38	2.48
MARYLAND	7.24	5.40	24.01	51.36	7.11	1.02	2.65	1.21
MASSACHUSETTS	59.26	15.74	18.05	2.08	3.10	0.54	0.68	0.54
MICHIGAN	2.25	0.39	13.15	81.17	.	0.51	0.00	2.53
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.78	1.82	66.41	14.58	0.00	11.46	0.26	4.69
MISSOURI	1.79	8.93	18.15	27.68	28.87	11.90	0.89	1.79
MONTANA	12.24	8.66	71.94	0.60	0.00	5.07	0.00	1.49
NEBRASKA	19.42	6.00	50.60	12.95	1.44	5.04	1.68	2.88
NEVADA	1.73	11.42	27.34	58.48	0.00	0.00	0.00	1.04
NEW HAMPSHIRE	20.23	5.34	14.50	24.81	25.19	0.76	8.40	0.76
NEW JERSEY	1.91	5.12	20.30	36.86	31.76	2.05	0.76	1.23
NEW MEXICO	2.50	10.50	78.50	1.00	0.00	5.50	0.00	2.00
NEW YORK	1.09	3.79	30.96	37.88	19.43	1.04	3.22	2.58
NORTH CAROLINA	2.61	7.37	44.62	15.05	3.84	16.13	9.45	0.92
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	0.24	2.12	42.71	54.35	0.01	0.00	.	0.57
OKLAHOMA	3.48	5.08	61.06	13.64	0.23	12.88	1.14	2.50
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	1.24	4.12	21.98	3.47	9.29	1.77	4.91	53.24
RHODE ISLAND	1.06	2.13	46.81	0.00	43.62	0.00	5.32	1.06
SOUTH CAROLINA	2.99	3.39	63.07	2.40	0.00	27.54	0.00	0.60
SOUTH DAKOTA	1.50	27.62	31.48	2.36	2.78	10.92	21.84	1.50
TENNESSEE	1.63	4.26	74.20	6.82	8.46	2.49	0.00	2.13
TEXAS	0.62	27.55	35.77	12.90	0.72	1.84	7.07	13.52
UTAH	0.62	1.86	43.24	49.66	0.00	2.90	0.00	1.72
VERMONT	19.12	7.35	63.24	0.74	1.47	1.47	4.41	2.21
VIRGINIA	4.89	6.46	67.25	4.70	2.58	10.15	2.77	1.20
WASHINGTON	4.95	15.12	76.48	2.30	0.46	0.06	0.00	0.63
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	9.46	40.66	44.66	2.95	0.02	1.95	0.02	0.28
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	57.89	0.00	42.11	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	5.93	14.26	43.73	22.57	6.92	2.49	1.44	2.67
50 STATES, D.C. & P.R.	5.92	14.26	43.74	22.56	6.92	2.49	1.44	2.67

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	239	68	143	8	1	0	1	33
ALASKA	29	34	19	0	0	0	0	1
ARIZONA	98	161	198	33	9	0	3	13
ARKANSAS	55	37	31	7	8	0	10	6
CALIFORNIA	1,996	586	3,789	443	25	0	0	0
COLORADO	381	271	101	5	0	0	0	18
CONNECTICUT	138	21	29	16	20	0	1	17
DELAWARE	23	26	50	144	0	0	0	2
DISTRICT OF COLUMBIA	4	4	1	78	0	0	0	0
FLORIDA	405	423	1,879	270	2	0	1	19
GEORGIA	15	278	331	1	0	0	0	10
HAWAII	78	35	83	7	0	0	0	5
IDAHO	70	35	45	5	0	0	0	15
ILLINOIS	276	284	1,158	661	128	44	30	124
INDIANA	105	154	329	12	0	0	0	2
IOWA	368	305	121	3	0	4	0	178
KANSAS	117	71	60	15	0	0	36	14
KENTUCKY	199	99	118	2	1	0	0	11
LOUISIANA	252	197	459	48	0	40	0	20
MAINE	138	33	13	0	1	0	0	0
MARYLAND	225	60	214	26	5	0	0	2
MASSACHUSETTS	870	230	265	31	46	8	9	8
MICHIGAN	1,620	803	1,038	232	.	1	0	50
MINNESOTA	258	730	160	14	.	.	.	8
MISSISSIPPI	126	206	453	62	0	4	3	132
MISSOURI	324	174	202	268	0	0	0	4
MONTANA	55	24	26	0	0	1	0	2
NEBRASKA	178	46	96	7	0	0	0	24
NEVADA	26	38	22	1	0	0	0	0
NEW HAMPSHIRE	78	40	23	11	0	0	0	0
NEW JERSEY	44	159	81	182	99	0	0	6
NEW MEXICO	230	125	189	0	0	0	0	9
NEW YORK	806	366	439	165	133	3	0	47
NORTH CAROLINA	480	131	157	73	6	0	0	25
NORTH DAKOTA	58	11	16	4	1	1	11	1
OHIO	607	181	1,071	173	10	0	.	1,573
OKLAHOMA	158	27	88	9	0	1	0	3
OREGON	475	128	157	5	11	0	1	21
PENNSYLVANIA	136	57	477	559	113	52	23	20
PUERTO RICO	155	114	38	11	240	0	0	37
RHODE ISLAND	45	45	41	0	19	0	0	5
SOUTH CAROLINA	187	218	268	62	0	2	1	5
SOUTH DAKOTA	26	68	5	0	18	0	117	5
TENNESSEE	286	129	395	48	5	0	0	95
TEXAS	447	1,403	1,263	116	0	0	19	276
UTAH	67	101	92	7	0	0	0	24
VERMONT	90	7	5	0	2	0	1	3
VIRGINIA	316	74	218	50	4	0	3	4
WASHINGTON	502	258	180	19	6	0	0	3
WEST VIRGINIA	152	26	136	22	0	31	1	4
WISCONSIN	285	61	85	4	0	0	0	6
WYOMING	110	34	4	3	1	3	1	0
AMERICAN SAMOA	0	0	0	2	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	4	1	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	14,412	9,197	16,862	3,924	914	195	272	2,890
50 STATES, D.C. & P.R.	14,408	9,196	16,861	3,922	914	195	272	2,890

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	48.48	13.79	29.01	1.62	0.20	0.00	0.20	6.69
ALASKA	34.94	40.96	22.89	0.00	0.00	0.00	0.00	1.20
ARIZONA	19.03	31.26	38.45	6.41	1.75	0.00	0.58	2.52
ARKANSAS	35.71	24.03	20.13	4.55	5.19	0.00	6.49	3.90
CALIFORNIA	29.19	8.57	55.40	6.48	0.37	0.00	0.00	0.00
COLORADO	49.10	34.92	13.02	0.64	0.00	0.00	0.00	2.32
CONNECTICUT	57.02	8.68	11.98	6.61	8.26	0.00	0.41	7.02
DELAWARE	9.39	10.61	20.41	58.78	0.00	0.00	0.00	0.82
DISTRICT OF COLUMBIA	4.60	4.60	1.15	89.66	0.00	0.00	0.00	0.00
FLORIDA	13.50	14.10	62.65	9.00	0.07	0.00	0.03	0.63
GEORGIA	2.36	43.78	52.13	0.16	0.00	0.00	0.00	1.57
HAWAII	37.50	16.83	39.90	3.37	0.00	0.00	0.00	2.40
IDAHO	41.18	20.59	26.47	2.94	0.00	0.00	0.00	8.82
ILLINOIS	10.20	10.50	42.81	24.44	4.73	1.63	1.11	4.58
INDIANA	17.44	25.58	54.65	1.99	0.00	0.00	0.00	0.33
IOWA	37.59	31.15	12.36	0.31	0.00	0.41	0.00	18.18
KANSAS	37.38	22.68	19.17	4.79	0.00	0.00	11.50	4.47
KENTUCKY	46.28	23.02	27.44	0.47	0.23	0.00	0.00	2.56
LOUISIANA	24.80	19.39	45.18	4.72	0.00	3.94	0.00	1.97
MAINE	74.59	17.84	7.03	0.00	0.54	0.00	0.00	0.00
MARYLAND	42.29	11.28	40.23	4.89	0.94	0.00	0.00	0.38
MASSACHUSETTS	59.30	15.68	18.06	2.11	3.14	0.55	0.61	0.55
MICHICAN	43.27	21.45	27.72	6.20	.	0.03	0.00	1.34
MINNESOTA	22.05	62.39	13.68	1.20	.	.	.	0.68
MISSISSIPPI	12.78	20.89	45.94	6.29	0.00	0.41	0.30	13.39
MISSOURI	33.33	17.90	20.78	27.57	0.00	0.00	0.00	0.41
MONTANA	50.93	22.22	24.07	0.00	0.00	0.93	0.00	1.85
NEBRASKA	50.71	13.11	27.35	1.99	0.00	0.00	0.00	6.84
NEVADA	29.89	43.68	25.29	1.15	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	51.32	26.32	15.13	7.24	0.00	0.00	0.00	0.00
NEW JERSEY	7.71	27.85	14.19	31.87	17.34	0.00	0.00	1.05
NEW MEXICO	41.59	22.60	34.18	0.00	0.00	0.00	0.00	1.63
NEW YORK	41.14	18.68	22.41	8.42	6.79	0.15	0.00	2.40
NORTH CAROLINA	55.05	15.02	18.00	8.37	0.69	0.00	0.00	2.87
NORTH DAKOTA	56.31	10.68	15.53	3.88	0.97	0.97	10.68	0.97
OHIO	16.79	5.01	29.63	4.79	0.28	0.00	.	43.51
OKLAHOMA	55.24	9.44	30.77	3.15	0.00	0.35	0.00	1.05
OREGON	59.52	16.04	19.67	0.63	1.38	0.00	0.13	2.63
PENNSYLVANIA	9.46	3.97	33.19	38.90	7.86	3.62	1.60	1.39
PUERTO RICO	26.05	19.16	6.39	1.85	40.34	0.00	0.00	6.22
RHODE ISLAND	29.03	29.03	26.45	0.00	12.26	0.00	0.00	3.23
SOUTH CAROLINA	25.17	29.34	36.07	8.34	0.00	0.27	0.13	0.67
SOUTH DAKOTA	10.88	28.45	2.09	0.00	7.53	0.00	48.95	2.09
TENNESSEE	29.85	13.47	41.23	5.01	0.52	0.00	0.00	9.92
TEXAS	12.68	39.81	35.84	3.29	0.00	0.00	0.54	7.83
UTAH	23.02	34.71	31.62	2.41	0.00	0.00	0.00	8.25
VERMONT	83.33	6.48	4.63	0.00	1.85	0.00	0.93	2.78
VIRGINIA	47.23	11.06	32.59	7.47	0.60	0.00	0.45	0.60
WASHINGTON	51.86	26.65	18.60	1.96	0.62	0.00	0.00	0.31
WEST VIRGINIA	40.86	6.99	36.56	5.91	0.00	8.33	0.27	1.08
WISCONSIN	64.63	13.83	19.27	0.91	0.00	0.00	0.00	1.36
WYOMING	70.51	21.79	2.56	1.92	0.64	1.92	0.64	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	66.67	16.67	16.67	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	29.61	18.90	34.65	8.06	1.88	0.40	0.56	5.94
50 STATES, D.C. & P.R.	29.61	18.90	34.65	8.06	1.88	0.40	0.56	5.94

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	339	117	120	22	1	0	0	117
ALASKA	21	74	52	0	0	0	0	0
ARIZONA	12	102	27	2	0	0	0	77
ARKANSAS	79	152	79	5	10	0	6	18
CALIFORNIA	7,597	1,274	2,194	257	188	0	0	0
COLORADO	.	.	.	.	.	0	.	.
CONNECTICUT	151	32	49	23	57	0	40	87
DELAWARE	53	2	0	1	0	0	2	2
DISTRICT OF COLUMBIA	0	0	3	36	30	0	1	0
FLORIDA	1	5	337	143	11	4	37	1,941
GEORGIA	51	248	111	1	0	0	1	33
HAWAII	57	46	114	2	3	0	0	7
IDAHO	93	37	26	1	0	9	0	49
ILLINOIS	69	110	386	208	129	3	14	548
INDIANA	0	0	146	9	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	96	51	48	24	0	1	5	27
KENTUCKY	115	135	25	6	0	9	2	82
LOUISIANA	288	304	817	62	1	18	3	35
MAINE	126	75	26	2	1	0	0	18
MARYLAND	313	176	298	116	40	0	21	31
MASSACHUSETTS	1,108	294	338	38	58	10	12	12
MICHIGAN	82	47	322	379	.	0	0	2
MINNESOTA	140	413	190	22	.	.	.	11
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	158	158	62	74	0	14	0	176
MONTANA	86	66	29	12	0	1	0	7
NEBRASKA	226	59	94	9	0	14	1	45
NEVADA	75	99	0	5	0	0	0	101
NEW HAMPSHIRE	170	76	103	20	16	1	8	2
NEW JERSEY	40	142	83	72	0	15	0	171
NEW MEXICO	45	25	56	0	0	0	0	3
NEW YORK	477	802	839	1,126	177	38	93	127
NORTH CAROLINA	857	425	666	125	4	0	7	69
NORTH DAKOTA	31	13	11	5	0	0	4	6
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	67	23	38	10	12	1	0	10
OREGON	430	198	276	9	33	0	3	45
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	145	219	193	42	10	1	1	20
RHODE ISLAND	43	26	25	2	9	0	7	95
SOUTH CAROLINA	11	18	150	21	0	1	0	3
SOUTH DAKOTA	12	33	9	0	0	1	19	8
TENNESSEE	412	215	318	50	6	0	0	803
TEXAS	675	3,109	3,044	250	9	3	56	2,101
UTAH	71	168	73	0	2	0	1	54
VERMONT	130	10	8	1	5	1	6	7
VIRGINIA	145	74	312	33	37	8	15	19
WASHINGTON	1,305	2,179	938	67	23	0	1	26
WEST VIRGINIA	15	28	91	3	0	34	1	2
WISCONSIN	161	15	42	4	0	0	0	28
WYOMING	135	93	7	3	1	4	0	3
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	3	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	16,716	11,967	13,175	3,302	873	191	367	7,028
50 STATES, D.C. & P.R.	16,713	11,967	13,175	3,302	873	191	367	7,028

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	47.35	16.34	16.76	3.07	0.14	0.00	0.00	16.34
ALASKA	14.29	50.34	35.37	0.00	0.00	0.00	0.00	0.00
ARIZONA	5.45	46.36	12.27	0.91	0.00	0.00	0.00	35.00
ARKANSAS	22.64	43.55	22.64	1.43	2.87	0.00	1.72	5.16
CALIFORNIA	66.00	11.07	19.06	2.23	1.63	0.00	0.00	0.00
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	34.40	7.29	11.16	5.24	12.98	0.00	9.11	19.82
DELAWARE	88.33	3.33	0.00	1.67	0.00	0.00	3.33	3.33
DISTRICT OF COLUMBIA	0.00	0.00	4.29	51.43	42.86	0.00	1.43	0.00
FLORIDA	0.04	0.20	13.59	5.77	0.44	0.16	1.49	78.30
GEORGIA	11.46	55.73	24.94	0.22	0.00	0.00	0.22	7.42
HAWAII	24.89	20.09	49.78	0.87	1.31	0.00	0.00	3.06
IDAHO	43.26	17.21	12.09	0.47	0.00	4.19	0.00	22.79
ILLINOIS	4.70	7.50	26.31	14.18	8.79	0.20	0.95	37.36
INDIANA	0.00	0.00	94.19	5.81	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.	.	.	.
KANSAS	38.10	20.24	19.05	9.52	0.00	0.40	1.98	10.71
KENTUCKY	30.75	36.10	6.68	1.60	0.00	2.41	0.53	21.93
LOUISIANA	18.85	19.90	53.47	4.06	0.07	1.18	0.20	2.29
MAINE	50.81	30.24	10.48	0.81	0.40	0.00	0.00	7.26
MARYLAND	31.46	17.69	29.95	11.66	4.02	0.00	2.11	3.12
MASSACHUSETTS	59.25	15.72	18.07	2.03	3.10	0.53	0.64	0.64
MICHIGAN	9.86	5.65	38.70	45.55	.	0.00	0.00	0.24
MINNESOTA	18.04	53.22	24.48	2.84	.	.	.	1.42
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	24.61	24.61	9.66	11.53	0.00	2.18	0.00	27.41
MONTANA	42.79	32.84	14.43	5.97	0.00	0.50	0.00	3.48
NEBRASKA	50.45	13.17	20.98	2.01	0.00	3.13	0.22	10.04
NEVADA	26.79	35.36	0.00	1.79	0.00	0.00	0.00	36.07
NEW HAMPSHIRE	42.93	19.19	26.01	5.05	4.04	0.25	2.02	0.51
NEW JERSEY	7.65	27.15	15.87	13.77	0.00	2.87	0.00	32.70
NEW MEXICO	34.88	19.38	43.41	0.00	0.00	0.00	0.00	2.33
NEW YORK	12.97	21.80	22.81	30.61	4.81	1.03	2.53	3.45
NORTH CAROLINA	39.80	19.74	30.93	5.81	0.19	0.00	0.33	3.20
NORTH DAKOTA	44.29	18.57	15.71	7.14	0.00	0.00	5.71	8.57
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	41.61	14.29	23.60	6.21	7.45	0.62	0.00	6.21
OREGON	43.26	19.92	27.77	0.91	3.32	0.00	0.30	4.53
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	22.98	34.71	30.59	6.66	1.58	0.16	0.16	3.17
RHODE ISLAND	20.77	12.56	12.08	0.97	4.35	0.00	3.38	45.89
SOUTH CAROLINA	5.39	8.82	73.53	10.29	0.00	0.49	0.00	1.47
SOUTH DAKOTA	14.63	40.24	10.98	0.00	0.00	1.22	23.17	9.76
TENNESSEE	22.84	11.92	17.63	2.77	0.33	0.00	0.00	44.51
TEXAS	7.30	33.62	32.92	2.70	0.10	0.03	0.61	22.72
UTAH	19.24	45.53	19.78	0.00	0.54	0.00	0.27	14.63
VERMONT	77.38	5.95	4.76	0.60	2.98	0.60	3.57	4.17
VIRGINIA	22.55	11.51	48.52	5.13	5.75	1.24	2.33	2.95
WASHINGTON	28.75	48.01	20.67	1.48	0.51	0.00	0.02	0.57
WEST VIRGINIA	8.62	16.09	52.30	1.72	0.00	19.54	0.57	1.15
WISCONSIN	64.40	6.00	16.80	1.60	0.00	0.00	0.00	11.20
WYOMING	54.88	37.80	2.85	1.22	0.41	1.63	0.00	1.22
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	31.18	22.32	24.57	6.16	1.63	0.36	0.68	13.11
50 STATES, D.C. & P.R.	31.17	22.32	24.57	6.16	1.63	0.36	0.68	13.11

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	210	65	34	35	0	107	0	2
ALASKA	24	12	8	0	0	0	0	0
ARIZONA	91	73	20	9	1	101	1	0
ARKANSAS	31	29	16	0	1	87	0	1
CALIFORNIA	636	272	1,436	167	17	14	0	0
COLORADO	174	54	8	0	0	23	1	0
CONNECTICUT	162	32	123	58	25	2	24	6
DELAWARE	57	1	5	1	0	0	1	0
DISTRICT OF COLUMBIA	0	3	17	0	0	0	0	0
FLORIDA	343	153	195	21	0	100	1	1
GEORGIA	22	301	46	5	0	91	3	0
HAWAII	42	11	16	2	1	0	0	0
IDAHO	33	13	2	1	0	2	0	1
ILLINOIS	220	236	413	23	13	101	2	1
INDIANA	74	208	80	5	0	163	0	1
IOWA	78	51	7	1	0	62	1	1
KANSAS	117	50	10	9	0	53	80	2
KENTUCKY	280	140	26	3	0	121	0	3
LOUISIANA	147	79	125	3	0	67	0	2
MAINE	53	27	5	0	0	0	0	2
MARYLAND	206	42	58	50	1	120	0	1
MASSACHUSETTS	476	126	145	17	25	4	4	5
MICHIGAN	414	110	144	42	.	0	0	5
MINNESOTA	111	153	37	5	.	.	.	2
MISSISSIPPI	21	70	52	4	0	70	0	1
MISSOURI	190	80	68	43	2	41	6	4
MONTANA	26	13	99	10	0	13	0	1
NEBRASKA	87	34	28	5	0	39	0	0
NEVADA	8	13	57	0	0	0	0	0
NEW HAMPSHIRE	16	4	2	75	1	0	7	0
NEW JERSEY	267	79	46	13	26	0	1	0
NEW MEXICO	54	16	21	0	0	35	0	0
NEW YORK	391	387	276	35	88	59	1	29
NORTH CAROLINA	283	185	43	1	0	76	0	3
NORTH DAKOTA	46	1	8	3	0	6	0	0
OHIO	399	82	259	18	5	126	.	2
OKLAHOMA	106	24	37	9	2	83	0	2
OREGON	208	23	37	4	2	43	0	6
PENNSYLVANIA	775	126	184	16	52	0	143	1
PUERTO RICO	115	329	77	11	6	61	0	21
RHODE ISLAND	26	19	20	1	1	0	6	0
SOUTH CAROLINA	184	87	64	0	0	61	0	0
SOUTH DAKOTA	16	22	0	2	0	22	0	0
TENNESSEE	520	107	75	46	1	76	17	2
TEXAS	334	728	353	23	1	26	2	10
UTAH	434	331	87	1	0	1	0	6
VERMONT	32	5	3	0	1	0	0	1
VIRGINIA	299	53	23	2	1	59	0	3
WASHINGTON	117	358	36	0	1	0	0	0
WEST VIRGINIA	122	12	4	1	0	9	72	1
WISCONSIN	138	22	23	1	0	50	2	0
WYOMING	39	20	1	0	0	2	0	0
AMERICAN SAMOA	0	0	0	2	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9,254	5,571	4,960	783	274	2,176	375	129
50 STATES, D.C. & P.R.	9,254	5,571	4,959	781	274	2,176	375	129

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	46.36	14.35	7.51	7.73	0.00	23.62	0.00	0.44
ALASKA	54.55	27.27	18.18	0.00	0.00	0.00	0.00	0.00
ARIZONA	22.98	43.69	5.05	2.27	0.25	25.51	0.25	0.00
ARKANSAS	18.79	17.58	9.70	0.00	0.61	52.73	0.00	0.61
CALIFORNIA	25.02	10.70	56.49	6.57	0.67	0.55	0.00	0.00
COLORADO	66.92	20.77	3.08	0.00	0.00	8.85	0.38	0.00
CONNECTICUT	37.50	7.41	28.47	13.43	5.79	0.46	5.56	1.39
DELAWARE	87.69	1.54	7.69	1.54	0.00	0.00	1.54	0.00
DISTRICT OF COLUMBIA	0.00	15.00	85.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	42.14	18.80	23.96	2.58	0.00	12.29	0.12	0.12
GEORGIA	4.70	64.32	9.83	1.07	0.00	19.44	0.64	0.00
HAWAII	58.33	15.28	22.22	2.78	1.39	0.00	0.00	0.00
IDAHO	63.46	25.00	3.85	1.92	0.00	3.85	0.00	1.92
ILLINOIS	21.80	23.39	40.93	2.28	1.29	10.01	0.20	0.10
INDIANA	13.94	39.17	15.07	0.94	0.00	30.70	0.00	0.19
IOWA	38.81	25.37	3.48	0.50	0.00	30.85	0.50	0.50
KANSAS	36.45	15.58	3.12	2.80	0.00	16.51	24.92	0.62
KENTUCKY	48.87	24.43	4.54	0.52	0.00	21.12	0.00	0.52
LOUISIANA	34.75	18.68	29.55	0.71	0.00	15.84	0.00	0.47
MAINE	60.92	31.03	5.75	0.00	0.00	0.00	0.00	2.30
MARYLAND	43.10	8.79	12.13	10.46	0.21	25.10	0.00	0.21
MASSACHUSETTS	59.35	15.71	18.08	2.12	3.12	0.50	0.50	0.62
MICHIGAN	57.90	15.38	20.14	5.87	.	0.00	0.00	0.70
MINNESOTA	36.04	49.68	12.01	1.62	.	.	.	0.65
MISSISSIPPI	9.63	32.11	23.85	1.83	0.00	32.11	0.00	0.46
MISSOURI	43.78	18.43	15.67	9.91	0.46	9.45	1.38	0.92
MONTANA	16.05	8.02	61.11	6.17	0.00	8.02	0.00	0.62
NEBRASKA	45.08	17.62	14.51	2.59	0.00	20.21	0.00	0.00
NEVADA	10.26	16.67	73.08	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	15.24	3.81	1.90	71.43	0.95	0.00	6.67	0.00
NEW JERSEY	61.81	18.29	10.65	3.01	6.02	0.00	0.23	0.00
NEW MEXICO	42.86	12.70	16.67	0.00	0.00	27.78	0.00	0.00
NEW YORK	30.88	30.57	21.80	2.76	6.95	4.66	0.08	2.29
NORTH CAROLINA	47.88	31.30	7.28	0.17	0.00	12.86	0.00	0.51
NORTH DAKOTA	71.88	1.56	12.50	4.69	0.00	9.38	0.00	0.00
OHIO	44.78	9.20	29.07	2.02	0.56	14.14	.	0.22
OKLAHOMA	40.30	9.13	14.07	3.42	0.76	31.56	0.00	0.76
OREGON	64.40	7.12	11.46	1.24	0.62	13.31	0.00	1.86
PENNSYLVANIA	59.75	9.71	14.19	1.23	4.01	0.00	11.03	0.08
PUERTO RICO	18.55	53.06	12.42	1.77	0.97	9.84	0.00	3.39
RHODE ISLAND	35.62	26.03	27.40	1.37	1.37	0.00	8.22	0.00
SOUTH CAROLINA	46.46	21.97	16.16	0.00	0.00	15.40	0.00	0.00
SOUTH DAKOTA	25.81	35.48	0.00	3.23	0.00	35.48	0.00	0.00
TENNESSEE	61.61	12.68	8.89	5.45	0.12	9.00	2.01	0.24
TEXAS	22.61	49.29	23.90	1.56	0.07	1.76	0.14	0.68
UTAH	50.47	38.49	10.12	0.12	0.00	0.12	0.00	0.70
VERMONT	76.19	11.90	7.14	0.00	2.38	0.00	0.00	2.38
VIRGINIA	67.95	12.05	5.23	0.45	0.23	13.41	0.00	0.68
WASHINGTON	22.85	69.92	7.03	0.00	0.20	0.00	0.00	0.00
WEST VIRGINIA	55.20	5.43	1.81	0.45	0.00	4.07	32.58	0.45
WISCONSIN	58.47	9.32	9.75	0.42	0.00	21.19	0.85	0.00
WYOMING	62.90	32.26	1.61	0.00	0.00	3.23	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	39.34	23.68	21.09	3.33	1.16	9.25	1.59	0.55
50 STATES, D.C. & P.R.	39.35	23.69	21.09	3.32	1.17	9.25	1.59	0.55

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

DEAF-BLINDNESS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	5	1	0	15	0	0
ALASKA	0	0	1	0	0	0	0	0
ARIZONA	1	5	23	0	0	12	0	0
ARKANSAS	0	0	1	0	0	1	0	0
CALIFORNIA	3	4	88	10	7	86	0	0
COLORADO	1	2	34	28	0	11	1	2
CONNECTICUT	15	0	1	1	4	0	4	1
DELAWARE	0	1	2	11	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	9	0	0	0	0
FLORIDA	1	0	8	12	0	2	0	0
GEORGIA	0	6	0	0	0	29	0	0
HAWAII	0	0	8	2	0	0	0	1
IDAHO	0	0	4	0	0	0	0	0
ILLINOIS	3	2	15	2	0	26	1	0
INDIANA	0	0	52	3	0	3	0	0
IOWA	0	0	15	0	0	22	0	0
KANSAS	8	1	42	0	0	25	0	0
KENTUCKY	1	223	7	0	0	4	0	0
LOUISIANA	0	0	3	7	0	7	0	0
MAINE	1	4	4	0	0	10	2	1
MARYLAND	5	1	1	10	0	34	0	1
MASSACHUSETTS	79	21	25	3	4	0	0	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	2	4	3	.	.	.	0
MISSISSIPPI	0	0	2	3	0	4	0	0
MISSOURI	0	0	82	18	0	16	0	4
MONTANA	0	3	0	0	0	1	0	0
NEBRASKA	1	1	1	0	0	0	0	0
NEVADA	0	1	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	5	1	0	1	0
NEW JERSEY	6	1	2	29	11	120	3	0
NEW MEXICO	0	0	9	0	0	11	0	0
NEW YORK	9	16	8	24	18	0	0	3
NORTH CAROLINA	1	0	3	2	0	14	1	0
NORTH DAKOTA	0	3	0	0	0	7	1	1
OHIO	1	0	1	3	0	0	.	1
OKLAHOMA	2	2	16	5	0	3	1	1
OREGON	2	0	11	1	0	0	0	0
PENNSYLVANIA	1	0	0	0	0	0	0	0
PUERTO RICO	1	12	11	40	3	2	0	2
RHODE ISLAND	0	0	1	1	4	0	1	0
SOUTH CAROLINA	0	0	3	2	0	1	0	0
SOUTH DAKOTA	1	0	1	2	0	21	9	0
TENNESSEE	2	3	7	5	0	6	0	0
TEXAS	0	3	12	6	0	2	0	0
UTAH	1	1	61	22	0	18	0	0
VERMONT	1	0	0	0	0	0	2	0
VIRGINIA	0	1	4	0	0	5	0	0
WASHINGTON	8	4	13	1	2	1	0	0
WEST VIRGINIA	3	0	0	0	0	1	14	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	1	0	0
AMERICAN SAMOA	0	0	0	3	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	158	323	591	274	54	521	41	18
50 STATES, D.C. & P.R.	158	323	591	271	54	521	41	18

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.00	0.00	23.81	4.76	0.00	71.43	0.00	0.00
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	2.44	12.20	56.10	0.00	0.00	29.27	0.00	0.00
ARKANSAS	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
CALIFORNIA	1.52	2.02	44.44	5.05	3.54	43.43	0.00	0.00
COLORADO	1.27	2.53	43.04	35.44	0.00	13.92	1.27	2.53
CONNECTICUT	57.69	0.00	3.85	3.85	15.38	0.00	15.38	3.85
DELAWARE	0.00	7.14	14.29	78.57	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	4.35	0.00	34.78	52.17	0.00	8.70	0.00	0.00
GEORGIA	0.00	17.14	0.00	0.00	0.00	82.86	0.00	0.00
HAWAII	0.00	0.00	72.73	18.18	0.00	0.00	0.00	9.09
IDAHO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	6.12	4.08	30.61	4.08	0.00	53.06	2.04	0.00
INDIANA	0.00	0.00	89.66	5.17	0.00	5.17	0.00	0.00
IOWA	0.00	0.00	40.54	0.00	0.00	59.46	0.00	0.00
KANSAS	10.53	1.32	55.26	0.00	0.00	32.89	0.00	0.00
KENTUCKY	0.43	94.89	2.98	0.00	0.00	1.70	0.00	0.00
LOUISIANA	0.00	0.00	17.65	41.18	0.00	41.18	0.00	0.00
MAINE	4.55	18.18	18.18	0.00	0.00	45.45	9.09	4.55
MARYLAND	9.62	1.92	1.92	19.23	0.00	65.38	0.00	1.92
MASSACHUSETTS	59.85	15.91	18.94	2.27	3.03	0.00	0.00	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	22.22	44.44	33.33	.	.	.	0.00
MISSISSIPPI	0.00	0.00	22.22	33.33	0.00	44.44	0.00	0.00
MISSOURI	0.00	0.00	68.33	15.00	0.00	13.33	0.00	3.33
MONTANA	0.00	75.00	0.00	0.00	0.00	25.00	0.00	0.00
NEBRASKA	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	71.43	14.29	0.00	14.29	0.00
NEW JERSEY	3.49	0.58	1.16	16.86	6.40	69.77	1.74	0.00
NEW MEXICO	0.00	0.00	45.00	0.00	0.00	55.00	0.00	0.00
NEW YORK	11.54	20.51	10.26	30.77	23.08	0.00	0.00	3.85
NORTH CAROLINA	4.76	0.00	14.29	9.52	0.00	66.67	4.76	0.00
NORTH DAKOTA	0.00	25.00	0.00	0.00	0.00	58.33	8.33	8.33
OHIO	16.67	0.00	16.67	50.00	0.00	0.00	.	16.67
OKLAHOMA	6.67	6.67	53.33	16.67	0.00	10.00	3.33	3.33
OREGON	14.29	0.00	78.57	7.14	0.00	0.00	0.00	0.00
PENNSYLVANIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	1.41	16.90	15.49	56.34	4.23	2.82	0.00	2.82
RHODE ISLAND	0.00	0.00	14.29	14.29	57.14	0.00	14.29	0.00
SOUTH CAROLINA	0.00	0.00	50.00	33.33	0.00	16.67	0.00	0.00
SOUTH DAKOTA	2.94	0.00	2.94	5.88	0.00	61.76	26.47	0.00
TENNESSEE	8.70	13.04	30.43	21.74	0.00	26.09	0.00	0.00
TEXAS	0.00	13.04	52.17	26.09	0.00	8.70	0.00	0.00
UTAH	0.97	0.97	59.22	21.36	0.00	17.48	0.00	0.00
VERMONT	33.33	0.00	0.00	0.00	0.00	0.00	66.67	0.00
VIRGINIA	0.00	10.00	40.00	0.00	0.00	50.00	0.00	0.00
WASHINGTON	27.59	13.79	44.83	3.45	6.90	3.45	0.00	0.00
WEST VIRGINIA	16.67	0.00	0.00	0.00	0.00	5.56	77.78	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS			.	.	.	.	.	.
PALAU				.	.	.	.	.
VIRGIN ISLANDS			.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS		.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	7.98	16.31	29.85	13.84	2.73	26.31	2.07	0.91
50 STATES, D.C. & P.R.	7.99	16.34	29.89	13.71	2.73	26.35	2.07	0.91

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB3

NUMBER OF CHILDREN AGE 3-5 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	5,746	143	231	19	2	11	0	7
ALASKA	292	522	550	6	2	0	0	15
ARIZONA	550	282	1,325	16	224	120	0	1
ARKANSAS	3,627	60	87	13	599	16	7	51
CALIFORNIA	20,905	3,872	10,780	1,262	240	115	0	0
COLORADO	1,216	565	1,141	745	277	27	1	71
CONNECTICUT	1,704	378	2,449	357	222	0	4	76
DELAWARE	119	87	108	77	0	0	0	19
DISTRICT OF COLUMBIA	206	53	103	85	11	0	0	0
FLORIDA	6,901	1,672	3,672	1,118	510	13	5	246
GEORGIA	204	4,254	2,512	884	5	68	5	11
HAWAII	36	2	456	18	2	0	0	0
IDAHO	315	19	196	45	0	14	0	0
ILLINOIS	9,796	665	9,192	1,974	303	155	50	79
INDIANA	4,275	54	632	2,136	0	59	5	0
IOWA	2,684	110	1,840	336	0	30	0	122
KANSAS	1,923	9	747	498	503	20	80	4
KENTUCKY	5,077	2,395	1,526	285	138	0	0	229
LOUISIANA	2,929	143	2,934	459	4	14	5	26
MAINE	2,035	71	190	66	334	19	10	628
MARYLAND	3,425	1,339	304	1,155	304	18	2	273
MASSACHUSETTS	8,539	296	2,090	53	138	7	3	18
MICHIGAN	7,131	403	4,563	1,912	.	15	0	212
MINNESOTA	532	2,707	4,908	500	.	.	.	25
MISSISSIPPI	2,538	901	1,177	384	2	19	0	32
MISSOURI	0	1,003	2,339	0	0	0	0	0
MONTANA	918	122	382	72	0	8	0	220
NEBRASKA	1,558	81	681	84	681	96	0	170
NEVADA	366	85	281	417	0	0	0	4
NEW HAMPSHIRE	404	111	658	87	35	0	6	3
NEW JERSEY	7,394	139	4,536	1,159	807	73	1	44
NEW MEXICO	459	225	810	166	0	11	0	0
NEW YORK	2,454	936	7,241	1,096	10,524	16	50	77
NORTH CAROLINA	7,530	455	701	588	524	11	23	93
NORTH DAKOTA	480	57	469	208	12	9	3	73
OHIO	5,338	160	1,492	2,736	931	4	.	221
OKLAHOMA	3,722	327	877	336	57	20	14	48
OREGON	1,466	98	819	87	104	6	7	137
PENNSYLVANIA	8,969	909	3,032	2,304	2,723	30	28	1,899
PUERTO RICO	0	0	1	26	7	0	0	0
RHODE ISLAND	679	106	624	16	102	0	0	2
SOUTH CAROLINA	6,451	380	401	432	71	28	0	129
SOUTH DAKOTA	71	944	775	22	3	3	32	33
TENNESSEE	5,177	373	1,295	237	79	11	1	86
TEXAS	297	12,300	8,499	583	7	17	25	200
UTAH	202	76	214	9	1	0	0	849
VERMONT	413	8	351	82	108	2	5	278
VIRGINIA	4,246	470	3,139	386	31	27	2	649
WASHINGTON	2,782	1,390	3,743	483	149	0	0	43
WEST VIRGINIA	2,070	182	485	28	92	4	62	219
WISCONSIN	3,609	1,323	5,305	272	10	17	7	23
WYOMING	0	0	0	3	0	2	0	0
AMERICAN SAMOA	31	0	0	11	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	159,791	43,262	102,863	26,333	20,878	1,135	443	7,645
50 STATES, D.C. & P.R.	159,760	43,262	102,863	26,322	20,878	1,135	443	7,645

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB3

PERCENTAGE OF CHILDREN AGE 3-5 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	93.29	2.32	3.75	0.31	0.03	0.18	0.00	0.11
ALASKA	21.05	37.64	39.65	0.43	0.14	0.00	0.00	1.08
ARIZONA	21.84	11.20	52.62	0.64	8.90	4.77	0.00	0.04
ARKANSAS	81.32	1.35	1.95	0.29	13.43	0.36	0.16	1.14
CALIFORNIA	56.24	10.42	29.00	3.39	0.65	0.31	0.00	0.00
COLORADO	30.08	13.97	28.22	18.43	6.85	0.67	0.02	1.76
CONNECTICUT	32.83	7.28	47.19	6.88	4.28	0.00	0.08	1.46
DELAWARE	29.02	21.22	26.34	18.78	0.00	0.00	0.00	4.63
DISTRICT OF COLUMBIA	44.98	11.57	22.49	18.56	2.40	0.00	0.00	0.00
FLORIDA	48.82	11.83	25.97	7.91	3.61	0.09	0.04	1.74
GEORGIA	2.57	53.56	31.63	11.13	0.06	0.86	0.06	0.14
HAWAII	7.00	0.39	88.72	3.50	0.39	0.00	0.00	0.00
IDAHO	53.48	3.23	33.28	7.64	0.00	2.38	0.00	0.00
ILLINOIS	44.10	2.99	41.38	8.89	1.36	0.70	0.23	0.36
INDIANA	59.70	0.75	8.83	29.83	0.00	0.82	0.07	0.00
IOWA	52.40	2.15	35.92	6.56	0.00	0.59	0.00	2.38
KANSAS	50.82	0.24	19.74	13.16	13.29	0.53	2.11	0.11
KENTUCKY	52.61	24.82	15.81	2.95	1.43	0.00	0.00	2.37
LOUISIANA	44.96	2.20	45.04	7.05	0.06	0.21	0.08	0.40
MAINE	60.69	2.12	5.67	1.97	9.96	0.57	0.30	18.73
MARYLAND	50.22	19.63	4.46	16.94	4.46	0.26	0.03	4.00
MASSACHUSETTS	76.62	2.66	18.75	0.48	1.24	0.06	0.03	0.16
MICHIGAN	50.09	2.83	32.05	13.43	.	0.11	0.00	1.49
MINNESOTA	6.13	31.22	56.60	5.77	.	.	.	0.29
MISSISSIPPI	50.23	17.83	23.29	7.60	0.04	0.38	0.00	0.63
MISSOURI	0.00	30.01	69.99	0.00	0.00	0.00	0.00	0.00
MONTANA	53.31	7.08	22.18	4.18	0.00	0.46	0.00	12.78
NEBRASKA	46.49	2.42	20.32	2.51	20.32	2.86	0.00	5.07
NEVADA	31.74	7.37	24.37	36.17	0.00	0.00	0.00	0.35
NEW HAMPSHIRE	30.98	8.51	50.46	6.67	2.68	0.00	0.46	0.23
NEW JERSEY	52.24	0.98	32.05	8.19	5.70	0.52	0.01	0.31
NEW MEXICO	27.47	13.46	48.47	9.93	0.00	0.66	0.00	0.00
NEW YORK	10.96	4.18	32.33	4.89	46.99	0.07	0.22	0.34
NORTH CAROLINA	75.87	4.58	7.06	5.92	5.28	0.11	0.23	0.94
NORTH DAKOTA	36.61	4.35	35.77	15.87	0.92	0.69	0.23	5.57
OHIO	49.05	1.47	13.71	25.14	8.56	0.04	.	2.03
OKLAHOMA	68.91	6.05	16.24	6.22	1.06	0.37	0.26	0.89
OREGON	53.82	3.60	30.07	3.19	3.82	0.22	0.26	5.03
PENNSYLVANIA	45.08	4.57	15.24	11.58	13.69	0.15	0.14	9.55
PUERTO RICO	0.00	0.00	2.94	76.47	20.59	0.00	0.00	0.00
RHODE ISLAND	44.41	6.93	40.81	1.05	6.67	0.00	0.00	0.13
SOUTH CAROLINA	81.74	4.82	5.08	5.47	0.90	0.35	0.00	1.63
SOUTH DAKOTA	3.77	50.13	41.16	1.17	0.16	0.16	1.70	1.75
TENNESSEE	71.32	5.14	17.84	3.26	1.09	0.15	0.01	1.18
TEXAS	1.35	56.09	38.76	2.66	0.03	0.08	0.11	0.91
UTAH	14.95	5.63	15.84	0.67	0.07	0.00	0.00	62.84
VERMONT	33.12	0.64	28.15	6.58	8.66	0.16	0.40	22.29
VIRGINIA	47.44	5.25	35.07	4.31	0.35	0.30	0.02	7.25
WASHINGTON	32.39	16.18	43.57	5.62	1.73	0.00	0.00	0.50
WEST VIRGINIA	65.88	5.79	15.44	0.89	2.93	0.13	1.97	6.97
WISCONSIN	34.16	12.52	50.21	2.57	0.09	0.16	0.07	0.22
WYOMING	0.00	0.00	0.00	60.00	0.00	40.00	0.00	0.00
AMERICAN SAMOA	73.81	0.00	0.00	26.19	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	44.10	11.94	28.39	7.27	5.76	0.31	0.12	2.11
50 STATES, D.C. & P.R.	44.10	11.94	28.39	7.27	5.76	0.31	0.12	2.11

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	25,441	10,285	7,296	325	14	121	15	57
ALASKA	1,666	3,647	686	1	6	0	0	2
ARIZONA	4,494	19,633	4,920	498	186	165	31	46
ARKANSAS	10,364	6,220	2,287	222	192	111	101	83
CALIFORNIA	84,131	84,163	49,737	5,824	1,619	446	0	0
COLORADO	7,953	13,765	3,872	120	5	52	115	71
CONNECTICUT	17,043	3,627	6,310	630	632	57	172	87
DELAWARE	2,381	2,242	986	441	0	6	4	78
DISTRICT OF COLUMBIA	635	262	1,071	293	145	1	25	6
FLORIDA	47,681	41,660	24,253	2,866	41	128	33	525
GEORGIA	345	36,918	11,333	329	12	545	10	38
HAWAII	2,439	1,972	1,429	19	18	0	18	16
IDAHO	6,947	2,991	840	36	3	146	2	29
ILLINOIS	48,717	31,153	28,977	2,193	1,702	276	243	140
INDIANA	33,981	12,174	12,987	340	0	273	36	16
IOWA	9,128	13,652	3,062	322	0	132	28	46
KANSAS	11,540	6,084	4,343	195	1	190	191	62
KENTUCKY	16,682	15,568	4,777	209	31	252	18	124
LOUISIANA	16,562	4,337	10,316	619	13	284	22	83
MAINE	7,597	3,703	1,396	61	77	25	51	37
MARYLAND	23,011	6,367	9,809	2,123	404	148	36	55
MASSACHUSETTS	43,242	8,676	12,582	510	1,128	124	116	189
MICHIGAN	43,053	13,882	14,445	2,914	.	121	13	122
MINNESOTA	3,617	27,621	4,022	416	.	.	.	80
MISSISSIPPI	13,660	8,373	4,974	204	12	95	5	88
MISSOURI	29,578	20,822	11,392	2,194	407	174	64	326
MONTANA	5,588	1,868	829	12	0	36	4	43
NEBRASKA	11,832	2,563	1,907	150	22	53	9	101
NEVADA	3,526	3,896	935	244	1	0	2	10
NEW HAMPSHIRE	4,219	1,747	1,710	212	176	1	46	6
NEW JERSEY	47,251	13,560	20,797	2,822	3,325	100	13	128
NEW MEXICO	9,037	3,451	2,949	21	0	88	0	16
NEW YORK	15,167	41,462	50,019	7,660	2,317	111	290	629
NORTH CAROLINA	38,186	13,236	8,376	637	150	347	112	57
NORTH DAKOTA	5,039	478	570	80	9	36	15	30
OHIO	47,226	17,510	23,887	3,274	8,932	59	.	317
OKLAHOMA	20,713	7,518	4,878	233	23	122	19	33
OREGON	17,613	5,255	2,139	85	237	41	32	61
PENNSYLVANIA	49,292	18,943	28,728	1,718	1,100	126	209	129
PUERTO RICO	633	6,824	3,456	306	356	45	20	365
RHODE ISLAND	5,534	1,055	2,512	46	160	0	64	26
SOUTH CAROLINA	18,155	13,503	7,179	674	50	164	3	41
SOUTH DAKOTA	663	6,064	444	26	50	63	172	15
TENNESSEE	30,379	11,948	6,367	455	235	199	7	256
TEXAS	4,623	125,064	23,576	1,042	22	139	94	1,308
UTAH	11,732	12,743	3,539	487	6	70	0	126
VERMONT	5,821	257	325	27	76	10	42	48
VIRGINIA	24,298	12,176	13,735	495	170	162	53	56
WASHINGTON	18,953	11,318	4,982	234	66	5	5	25
WEST VIRGINIA	11,662	3,979	3,399	145	1	10	57	15
WISCONSIN	15,242	11,260	8,093	304	10	103	2	54
WYOMING	4,134	1,653	157	21	16	35	7	1
AMERICAN SAMOA	199	1	5	34	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	51	6	17	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	938,656	749,135	463,612	45,348	24,158	5,997	2,626	6,302
50 STATES, D.C. & P.R.	938,406	749,128	463,590	45,314	24,158	5,997	2,626	6,302

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

BEST COPY AVAILABLE

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	58.41	23.61	16.75	0.75	0.03	0.28	0.03	0.13
ALASKA	27.73	60.70	11.42	0.02	0.10	0.00	0.00	0.03
ARIZONA	14.99	65.50	16.41	1.66	0.62	0.55	0.10	0.15
ARKANSAS	52.93	31.77	11.68	1.13	0.98	0.57	0.52	0.42
CALIFORNIA	37.24	37.25	22.02	2.58	0.72	0.20	0.00	0.00
COLORADO	30.64	53.04	14.92	0.46	0.02	0.20	0.44	0.27
CONNECTICUT	59.68	12.70	22.10	2.21	2.21	0.20	0.60	0.30
DELAWARE	38.79	36.53	16.06	7.18	0.00	0.10	0.07	1.27
DISTRICT OF COLUMBIA	26.05	10.75	43.93	12.02	5.95	0.04	1.03	0.25
FLORIDA	40.69	35.55	20.70	2.45	0.03	0.11	0.03	0.45
GEORGIA	0.70	74.54	22.88	0.66	0.02	1.10	0.02	0.08
HAWAII	41.26	33.36	24.18	0.32	0.30	0.00	0.30	0.27
IDAHO	63.19	27.21	7.64	0.33	0.03	1.33	0.02	0.26
ILLINOIS	42.96	27.47	25.55	1.93	1.50	0.24	0.21	0.12
INDIANA	56.82	20.36	21.71	0.57	0.00	0.46	0.06	0.03
IOWA	34.62	51.77	11.61	1.22	0.00	0.50	0.11	0.17
KANSAS	51.05	26.91	19.21	0.86	0.00	0.84	0.84	0.27
KENTUCKY	44.30	41.34	12.68	0.55	0.08	0.67	0.05	0.33
LOUISIANA	51.38	13.45	32.00	1.92	0.04	0.88	0.07	0.26
MAINE	58.68	28.60	10.78	0.47	0.59	0.19	0.39	0.29
MARYLAND	54.85	15.18	23.38	5.06	0.96	0.35	0.09	0.13
MASSACHUSETTS	64.96	13.03	18.90	0.77	1.69	0.19	0.17	0.28
MICHIGAN	57.75	18.62	19.38	3.91	.	0.16	0.02	0.16
MINNESOTA	10.12	77.25	11.25	1.16	.	.	.	0.22
MISSISSIPPI	49.83	30.55	18.15	0.74	0.04	0.35	0.02	0.32
MISSOURI	45.53	32.06	17.54	3.38	0.63	0.27	0.10	0.50
MONTANA	66.68	22.29	9.89	0.14	0.00	0.43	0.05	0.51
NEBRASKA	71.12	15.41	11.46	0.90	0.13	0.32	0.05	0.61
NEVADA	40.93	45.23	10.85	2.83	0.01	0.00	0.02	0.12
NEW HAMPSHIRE	51.98	21.52	21.07	2.61	2.17	0.01	0.57	0.07
NEW JERSEY	53.70	15.41	23.63	3.21	3.78	0.11	0.01	0.15
NEW MEXICO	58.07	22.18	18.95	0.13	0.00	0.57	0.00	0.10
NEW YORK	12.89	35.24	42.51	6.51	1.97	0.09	0.25	0.53
NORTH CAROLINA	62.50	21.66	13.71	1.04	0.25	0.57	0.18	0.09
NORTH DAKOTA	80.53	7.64	9.11	1.28	0.14	0.58	0.24	0.48
OHIO	46.68	17.30	23.60	3.24	8.83	0.06	.	0.31
OKLAHOMA	61.76	22.42	14.54	0.69	0.07	0.36	0.06	0.10
OREGON	69.17	20.64	8.40	0.33	0.93	0.16	0.13	0.24
PENNSYLVANIA	49.17	18.90	28.66	1.71	1.10	0.13	0.21	0.13
PUERTO RICO	5.27	56.84	28.79	2.55	2.97	0.37	0.17	3.04
RHODE ISLAND	58.89	11.23	26.73	0.49	1.70	0.00	0.68	0.28
SOUTH CAROLINA	45.65	33.95	18.05	1.69	0.13	0.41	0.01	0.10
SOUTH DAKOTA	8.84	80.89	5.92	0.35	0.67	0.84	2.29	0.20
TENNESSEE	60.95	23.97	12.77	0.91	0.47	0.40	0.01	0.51
TEXAS	2.97	80.24	15.13	0.67	0.01	0.09	0.06	0.84
UTAH	40.87	44.40	12.33	1.70	0.02	0.24	0.00	0.44
VERMONT	88.12	3.89	4.92	0.41	1.15	0.15	0.64	0.73
VIRGINIA	47.51	23.81	26.86	0.97	0.33	0.32	0.10	0.11
WASHINGTON	53.26	31.80	14.00	0.66	0.19	0.01	0.01	0.07
WEST VIRGINIA	60.53	20.65	17.64	0.75	0.01	0.05	0.30	0.08
WISCONSIN	43.46	32.11	23.08	0.87	0.03	0.29	0.01	0.15
WYOMING	68.63	27.44	2.61	0.35	0.27	0.58	0.12	0.02
AMERICAN SAMOA	83.26	0.42	2.09	14.23	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	68.92	8.11	22.97	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	41.98	33.51	20.74	2.03	1.08	0.27	0.12	0.28
50 STATES, D.C. & P.R.	41.98	33.51	20.74	2.03	1.08	0.27	0.12	0.28

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	5,388	6,048	400	9	0	0	0	3
ALASKA	633	2,096	216	0	0	0	0	0
ARIZONA	1,235	10,437	1,959	49	7	0	0	8
ARKANSAS	3,513	4,116	451	38	0	0	8	0
CALIFORNIA	2,451	80,695	28,284	3,313	289	34	0	0
COLORADO	1,691	9,517	587	0	0	0	0	6
CONNECTICUT	8,322	2,753	2,967	131	109	2	10	11
DELAWARE	979	1,797	519	104	0	0	2	15
DISTRICT OF COLUMBIA	50	242	628	53	78	0	0	0
FLORIDA	5,507	27,565	8,021	36	0	0	0	9
GEORGIA	76	10,127	1,914	1	0	1	0	1
HAWAII	1,018	1,657	383	0	0	0	1	9
IDAHO	3,378	1,901	133	2	0	49	0	0
ILLINOIS	1,651	28,376	14,481	172	49	15	0	1
INDIANA	469	11,027	3,884	6	0	0	0	0
IOWA	108	9,464	319	1	0	0	0	0
KANSAS	2,653	1,853	805	4	0	2	28	2
KENTUCKY	921	6,294	859	0	0	1	0	7
LOUISIANA	1,184	3,377	3,856	3	3	3	0	6
MAINE	2,303	2,224	258	2	3	0	0	5
MARYLAND	6,413	4,778	5,195	339	41	0	2	11
MASSACHUSETTS	15,264	3,063	4,441	180	398	44	41	67
MICHIGAN	10,714	10,872	5,531	99	.	10	1	16
MINNESOTA	1,469	12,132	649	24	.	.	.	1
MISSISSIPPI	1,372	4,110	1,249	0	0	0	0	2
MISSOURI	7,260	13,900	3,802	80	72	0	0	18
MONTANA	1,996	1,558	222	1	0	0	0	20
NEBRASKA	3,829	1,684	309	5	0	0	1	3
NEVADA	486	3,454	370	0	0	0	0	1
NEW HAMPSHIRE	2,284	1,126	806	5	29	0	6	0
NEW JERSEY	4,600	12,547	15,803	434	623	5	0	22
NEW MEXICO	3,947	1,873	520	0	0	0	0	1
NEW YORK	771	35,822	27,859	710	97	2	0	99
NORTH CAROLINA	13,546	8,347	1,681	3	5	4	0	2
NORTH DAKOTA	1,775	227	38	18	0	0	0	1
OHIO	8,332	15,446	5,006	76	1,086	0	.	3
OKLAHOMA	5,763	5,556	858	6	3	2	2	3
OREGON	7,176	3,885	230	10	15	1	7	6
PENNSYLVANIA	4,208	12,673	13,820	171	171	8	12	8
PUERTO RICO	104	3,296	284	0	42	1	3	4
RHODE ISLAND	2,830	863	1,735	1	8	0	25	2
SOUTH CAROLINA	1,469	9,546	2,415	33	3	0	0	5
SOUTH DAKOTA	269'	2,061	49	0	0	0	0	0
TENNESSEE	9,855	8,525	2,420	48	4	5	0	6
TEXAS	1,959	64,069	9,295	0	0	0	0	0
UTAH	3,570	6,277	1,007	33	0	0	0	2
VERMONT	2,580	127	80	2	16	2	9	4
VIRGINIA	5,849	8,442	6,823	48	37	1	2	7
WASHINGTON	6,172	7,596	1,045	13	5	2	0	2
WEST VIRGINIA	2,242	2,822	932	0	0	0	0	0
WISCONSIN	1,566	5,531	960	1	0	0	0	3
WYOMING	1,497	1,268	117	0	3	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	18	0	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	184,715	495,042	186,476	6,264	3,196	194	160	402
50 STATES, D.C. & P.R.	184,697	495,042	186,475	6,264	3,196	194	160	402

DATA AS OF OCTOBER 1, 1991

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	45.48	51.05	3.38	0.08	0.00	0.00	0.00	0.03
ALASKA	21.49	71.17	7.33	0.00	0.00	0.00	0.00	0.00
ARIZONA	9.02	76.21	14.30	0.36	0.05	0.00	0.00	0.06
ARKANSAS	43.23	50.65	5.55	0.47	0.00	0.00	0.10	0.00
CALIFORNIA	2.13	70.13	24.58	2.88	0.25	0.03	0.00	0.00
COLORADO	14.33	80.65	4.97	0.00	0.00	0.00	0.00	0.05
CONNECTICUT	58.18	19.25	20.74	0.92	0.76	0.01	0.07	0.08
DELAWARE	28.66	52.61	15.19	3.04	0.00	0.00	0.06	0.44
DISTRICT OF COLUMBIA	4.76	23.03	59.75	5.04	7.42	0.00	0.00	0.00
FLORIDA	13.39	67.01	19.50	0.09	0.00	0.00	0.00	0.02
GEORGIA	0.63	83.56	15.79	0.01	0.00	0.01	0.00	0.01
HAWAII	33.18	54.01	12.48	0.00	0.00	0.00	0.03	0.29
IDAHO	61.83	34.80	2.43	0.04	0.00	0.90	0.00	0.00
ILLINOIS	3.69	63.42	32.36	0.38	0.11	0.03	0.00	0.00
INDIANA	3.05	71.67	25.24	0.04	0.00	0.00	0.00	0.00
IOWA	1.09	95.67	3.22	0.01	0.00	0.00	0.00	0.00
KANSAS	49.62	34.65	15.06	0.07	0.00	0.04	0.52	0.04
KENTUCKY	11.40	77.88	10.63	0.00	0.00	0.01	0.00	0.09
LOUISIANA	14.04	40.05	45.73	0.04	0.04	0.04	0.00	0.07
MAINE	48.03	46.38	5.38	0.04	0.06	0.00	0.00	0.10
MARYLAND	38.22	28.48	30.96	2.02	0.24	0.00	0.01	0.07
MASSACHUSETTS	64.96	13.04	18.90	0.77	1.69	0.19	0.17	0.29
MICHIGAN	39.33	39.91	20.30	0.36	.	0.04	0.00	0.06
MINNESOTA	10.29	84.99	4.55	0.17	.	.	.	0.01
MISSISSIPPI	20.38	61.04	18.55	0.00	0.00	0.00	0.00	0.03
MISSOURI	28.89	55.31	15.13	0.32	0.29	0.00	0.00	0.07
MONTANA	52.57	41.03	5.85	0.03	0.00	0.00	0.00	0.53
NEBRASKA	65.67	28.88	5.30	0.09	0.00	0.00	0.02	0.05
NEVADA	11.27	80.12	8.58	0.00	0.00	0.00	0.00	0.02
NEW HAMPSHIRE	53.67	26.46	18.94	0.12	0.68	0.00	0.14	0.00
NEW JERSEY	13.52	36.87	46.43	1.28	1.83	0.01	0.00	0.06
NEW MEXICO	62.25	29.54	8.20	0.00	0.00	0.00	0.00	0.02
NEW YORK	1.18	54.81	42.62	1.09	0.15	0.00	0.00	0.15
NORTH CAROLINA	57.43	35.39	7.13	0.01	0.02	0.02	0.00	0.01
NORTH DAKOTA	86.21	11.02	1.85	0.87	0.00	0.00	0.00	0.05
OHIO	27.82	51.57	16.72	0.25	3.63	0.00	.	0.01
OKLAHOMA	47.26	45.57	7.04	0.05	0.02	0.02	0.02	0.02
OREGON	63.34	34.29	2.03	0.09	0.13	0.01	0.06	0.05
PENNSYLVANIA	13.54	40.79	44.48	0.55	0.55	0.03	0.04	0.03
PUERTO RICO	2.79	88.27	7.61	0.00	1.12	0.03	0.08	0.11
RHODE ISLAND	51.79	15.79	31.75	0.02	0.15	0.00	0.46	0.04
SOUTH CAROLINA	10.90	70.86	17.93	0.24	0.02	0.00	0.00	0.04
SOUTH DAKOTA	11.31	86.63	2.06	0.00	0.00	0.00	0.00	0.00
TENNESSEE	47.24	40.86	11.60	0.23	0.02	0.02	0.00	0.03
TEXAS	2.60	85.06	12.34	0.00	0.00	0.00	0.00	0.00
UTAH	32.79	57.65	9.25	0.30	0.00	0.00	0.00	0.02
VERMONT	91.49	4.50	2.84	0.07	0.57	0.07	0.32	0.14
VIRGINIA	27.58	39.80	32.17	0.23	0.17	0.00	0.01	0.03
WASHINGTON	41.60	51.20	7.04	0.09	0.03	0.01	0.00	0.01
WEST VIRGINIA	37.39	47.06	15.54	0.00	0.00	0.00	0.00	0.00
WISCONSIN	19.43	68.61	11.91	0.01	0.00	0.00	0.00	0.04
WYOMING	51.89	43.95	4.06	0.00	0.10	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	94.74	0.00	5.26	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	21.08	56.48	21.28	0.71	0.36	0.02	0.02	0.05
50 STATES, D.C. & P.R.	21.07	56.48	21.28	0.71	0.36	0.02	0.02	0.05

DATA AS OF OCTOBER 1, 1991.

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8OCT91

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	17,546	1,699	82	2	0	0	0	2
ALASKA	938	1,364	160	1	6	0	0	0
ARIZONA	2,947	7,910	292	32	2	0	0	0
ARKANSAS	6,105	283	52	12	2	0	1	0
CALIFORNIA	75,045	1,762	3,352	393	38	0	0	0
COLORADO	4,794	1,795	330	2	0	0	2	0
CONNECTICUT	6,920	317	650	35	41	0	2	2
DELAWARE	1,221	34	20	3	0	0	0	0
DISTRICT OF COLUMBIA	565	8	100	1	0	0	0	0
FLORIDA	40,952	10,052	1,008	28	0	0	0	9
GEORGIA	153	17,411	244	1	1	1	1	2
HAWAII	1,215	49	122	0	0	0	0	0
IDAHO	3,023	512	45	0	2	62	1	0
ILLINOIS	46,196	979	1,346	53	3	25	0	3
INDIANA	33,108	0	0	1	0	11	0	0
IOWA	8,455	104	19	0	0	1	0	0
KANSAS	8,133	3,747	297	4	1	0	38	4
KENTUCKY	14,829	4,933	30	8	4	0	0	0
LOUISIANA	14,674	137	562	12	1	2	0	29
MAINE	4,286	475	123	1	6	1	0	0
MARYLAND	15,564	1,091	1,843	131	17	0	1	7
MASSACHUSETTS	9,946	1,996	2,894	117	259	28	27	43
MICHIGAN	28,126	454	687	56	.	3	4	39
MINNESOTA	1,190	10,021	276	7	.	.	.	2
MISSISSIPPI	12,174	3,459	779	20	12	0	0	3
MISSOURI	20,634	4,424	970	68	68	0	0	8
MONTANA	3,331	67	30	1	0	0	0	9
NEBRASKA	6,741	71	153	23	6	2	1	41
NEVADA	2,944	4	79	1	0	0	0	0
NEW HAMPSHIRE	1,474	395	439	15	16	0	1	4
NEW JERSEY	42,307	233	1,330	28	268	0	0	3
NEW MEXICO	4,384	953	824	0	0	0	0	0
NEW YORK	12,439	2,483	4,863	347	57	0	0	1
NORTH CAROLINA	20,337	817	140	12	19	0	0	0
NORTH DAKOTA	3,030	102	80	33	5	0	1	20
OHIO	38,017	0	0	12	7,782	0	.	0
OKLAHOMA	14,255	357	61	12	8	0	3	2
OREGON	9,164	710	409	4	30	0	1	3
PENNSYLVANIA	43,433	4,197	151	61	10	5	0	11
PUERTO RICO	287	549	132	3	15	0	0	9
RHODE ISLAND	2,544	86	116	2	2	0	0	1
SOUTH CAROLINA	15,836	928	134	0	6	0	1	3
SOUTH DAKOTA	258	3,295	94	0	0	0	0	4
TENNESSEE	18,943	968	483	12	51	1	0	2
TEXAS	1,569	52,768	626	37	0	126	4	170
UTAH	6,075	2,947	267	1	3	30	0	46
VERMONT	2,370	65	88	5	32	2	3	33
VIRGINIA	17,403	2,904	118	4	5	0	0	7
WASHINGTON	10,445	63	160	3	7	0	0	2
WEST VIRGINIA	8,835	443	3	0	0	0	0	1
WISCONSIN	11,615	196	221	10	6	0	0	1
WYOMING	2,341	147	8	0	11	1	0	0
AMERICAN SAMOA	111	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	8	5	2	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	679,235	150,769	27,294	1,614	8,802	301	92	526
50 STATES, D.C. & P.R.	679,116	150,764	27,292	1,614	8,802	301	92	526

DATA AS OF OCTOBER 1, 1991.

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8OCT91

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	90.77	8.79	0.42	0.01	0.00	0.00	0.00	0.01
ALASKA	37.99	55.25	6.48	0.04	0.24	0.00	0.00	0.00
ARIZONA	26.35	70.73	2.61	0.29	0.02	0.00	0.00	0.00
ARKANSAS	94.58	4.38	0.81	0.19	0.03	0.00	0.02	0.00
CALIFORNIA	93.12	2.19	4.16	0.49	0.05	0.00	0.00	0.00
COLORADO	69.25	25.93	4.77	0.03	0.00	0.00	0.03	0.00
CONNECTICUT	86.86	3.98	8.16	0.44	0.51	0.00	0.03	0.03
DELAWARE	95.54	2.66	1.56	0.23	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	83.83	1.19	14.84	0.15	0.00	0.00	0.00	0.00
FLORIDA	78.68	19.31	1.94	0.05	0.00	0.00	0.00	0.02
GEORGIA	0.86	97.74	1.37	0.01	0.01	0.01	0.01	0.01
HAWAII	87.66	3.54	8.80	0.00	0.00	0.00	0.00	0.00
IDAHO	82.94	14.05	1.23	0.00	0.05	1.70	0.03	0.00
ILLINOIS	95.04	2.01	2.77	0.11	0.01	0.05	0.00	0.01
INDIANA	99.96	0.00	0.00	0.00	0.00	0.03	0.00	0.00
IOWA	98.55	1.21	0.22	0.00	0.00	0.01	0.00	0.00
KANSAS	66.53	30.65	2.43	0.03	0.01	0.00	0.31	0.03
KENTUCKY	74.88	24.91	0.15	0.04	0.02	0.00	0.00	0.00
LOUISIANA	95.18	0.89	3.65	0.08	0.01	0.01	0.00	0.19
MAINE	87.61	9.71	2.51	0.02	0.12	0.02	0.00	0.00
MARYLAND	83.44	5.85	9.88	0.70	0.09	0.00	0.01	0.04
MASSACHUSETTS	64.96	13.04	18.90	0.76	1.69	0.18	0.18	0.28
MICHIGAN	95.77	1.55	2.34	0.19	.	0.01	0.01	0.13
MINNESOTA	10.35	87.17	2.40	0.06	.	.	.	0.02
MISSISSIPPI	74.02	21.03	4.74	0.12	0.07	0.00	0.00	0.02
MISSOURI	78.84	16.90	3.71	0.26	0.26	0.00	0.00	0.03
MONTANA	96.89	1.95	0.87	0.03	0.00	0.00	0.00	0.26
NEBRASKA	95.78	1.01	2.17	0.33	0.09	0.03	0.01	0.58
NEVADA	97.23	0.13	2.61	0.03	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	62.88	16.85	18.73	0.64	0.68	0.00	0.04	0.17
NEW JERSEY	95.78	0.53	3.01	0.06	0.61	0.00	0.00	0.01
NEW MEXICO	71.16	15.47	13.37	0.00	0.00	0.00	0.00	0.00
NEW YORK	61.61	12.30	24.09	1.72	0.28	0.00	0.00	0.00
NORTH CAROLINA	95.37	3.83	0.66	0.06	0.09	0.00	0.00	0.00
NORTH DAKOTA	92.63	3.12	2.45	1.01	0.15	0.00	0.03	0.61
OHIO	82.99	0.00	0.00	0.03	16.99	0.00	.	0.00
OKLAHOMA	96.99	2.43	0.42	0.08	0.05	0.00	0.02	0.01
OREGON	88.79	6.88	3.96	0.04	0.29	0.00	0.01	0.03
PENNSYLVANIA	90.73	8.77	0.32	0.13	0.02	0.01	0.00	0.02
PUERTO RICO	28.84	55.18	13.27	0.30	1.51	0.00	0.00	0.90
RHODE ISLAND	92.48	3.13	4.22	0.07	0.07	0.00	0.00	0.04
SOUTH CAROLINA	93.66	5.49	0.79	0.00	0.04	0.00	0.01	0.02
SOUTH DAKOTA	7.07	90.25	2.57	0.00	0.00	0.00	0.00	0.11
TENNESSEE	92.59	4.73	2.36	0.06	0.25	0.00	0.00	0.01
TEXAS	2.84	95.42	1.13	0.07	0.00	0.23	0.01	0.31
UTAH	64.84	31.45	2.85	0.01	0.03	0.32	0.00	0.49
VERMONT	91.22	2.50	3.39	0.19	1.23	0.08	0.12	1.27
VIRGINIA	85.14	14.21	0.58	0.02	0.02	0.00	0.00	0.03
WASHINGTON	97.80	0.59	1.50	0.03	0.07	0.00	0.00	0.02
WEST VIRGINIA	95.18	4.77	0.03	0.00	0.00	0.00	0.00	0.01
WISCONSIN	96.40	1.63	1.83	0.08	0.05	0.00	0.00	0.01
WYOMING	93.34	5.86	0.32	0.00	0.44	0.04	0.00	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	53.33	33.33	13.33	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	78.20	17.36	3.14	0.19	1.01	0.03	0.01	0.06
50 STATES, D.C. & P.R.	78.19	17.36	3.14	0.19	1.01	0.03	0.01	0.06

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

MENTAL RETARDATION

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	752	1,801	5,607	150	8	25	0	7
ALASKA	9	23	71	0	0	0	0	0
ARIZONA	43	438	1,528	103	31	0	5	0
ARKANSAS	551	1,604	1,512	87	134	20	76	40
CALIFORNIA	321	188	7,727	905	52	139	0	0
COLORADO	23	263	785	9	1	0	0	1
CONNECTICUT	28	53	986	124	34	0	10	8
DELAWARE	20	162	178	131	0	0	1	3
DISTRICT OF COLUMBIA	0	2	185	98	5	0	1	0
FLORIDA	50	424	7,958	1,715	12	1	5	30
GEORGIA	29	2,329	6,366	98	6	302	0	14
HAWAII	9	96	415	1	1	0	0	0
IDAHO	291	416	534	24	1	16	0	14
ILLINOIS	41	123	6,837	978	593	39	146	3
INDIANA	29	604	6,901	208	0	0	14	9
IOWA	21	2,626	1,506	178	0	4	9	2
KANSAS	116	87	1,940	34	0	17	12	2
KENTUCKY	489	3,617	2,811	79	3	0	1	33
LOUISIANA	85	281	3,427	309	5	109	7	10
MAINE	75	277	441	19	15	0	0	0
MARYLAND	89	148	1,287	561	29	1	1	2
MASSACHUSETTS	9,167	1,839	2,667	108	239	26	25	40
MICHIGAN	539	769	4,487	1,336	.	3	0	6
MINNESOTA	143	1,902	1,933	57	.	.	.	4
MISSISSIPPI	22	572	2,315	100	0	10	2	19
MISSOURI	338	604	4,230	1,460	57	16	0	86
MONTANA	40	116	287	0	0	0	0	2
NEBRASKA	369	535	873	61	3	8	1	7
NEVADA	22	106	202	116	0	0	0	0
NEW HAMPSHIRE	57	39	182	17	23	0	2	0
NEW JERSEY	9	32	926	538	197	0	0	2
NEW MEXICO	33	228	507	5	0	6	0	0
NEW YORK	29	239	5,232	1,396	89	31	24	33
NORTH CAROLINA	1,656	2,683	4,053	406	76	3	43	16
NORTH DAKOTA	54	93	355	16	3	3	6	5
OHIO	90	1,434	13,925	271	42	0	.	3
OKLAHOMA	344	1,439	2,781	68	0	6	1	3
OREGON	161	303	836	16	4	2	0	4
PENNSYLVANIA	142	986	10,322	997	49	45	20	56
PUERTO RICO	35	2,370	2,211	229	51	6	0	52
RHODE ISLAND	9	6	316	0	56	0	4	1
SOUTH CAROLINA	204	1,783	3,075	503	36	36	0	21
SOUTH DAKOTA	13	409	169	0	0	1	6	0
TENNESSEE	573	2,030	1,967	152	116	47	1	7
TEXAS	128	1,204	6,569	470	5	2	35	37
UTAH	81	369	998	47	1	7	0	2
VERMONT	417	38	95	6	10	1	7	3
VIRGINIA	76	316	4,036	271	12	16	4	13
WASHINGTON	351	919	1,767	62	2	0	0	2
WEST VIRGINIA	181	552	1,978	118	0	0	0	6
WISCONSIN	39	205	774	85	0	0	0	1
WYOMING	16	8	5	14	0	17	1	0
AMERICAN SAMOA	88	1	0	21	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	8	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	18,497	39,691	139,084	14,757	2,001	965	471	609
50 STATES, D.C. & P.R.	18,409	39,690	139,076	14,736	2,001	965	471	609

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

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TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

MENTAL RETARDATION

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	9.00	21.57	67.14	1.80	0.10	0.30	0.01	0.08
ALASKA	8.74	22.33	68.93	0.00	0.00	0.00	0.00	0.00
ARIZONA	2.00	20.39	71.14	4.80	1.44	0.00	0.23	0.00
ARKANSAS	13.69	39.86	37.57	2.16	3.33	0.50	1.89	0.99
CALIFORNIA	3.44	2.01	82.80	9.70	0.56	1.49	0.00	0.00
COLORADO	2.13	24.31	72.55	0.83	0.09	0.00	0.00	0.09
CONNECTICUT	2.25	4.26	79.32	9.98	2.74	0.00	0.80	0.64
DELAWARE	4.04	32.73	35.96	26.46	0.00	0.00	0.20	0.61
DISTRICT OF COLUMBIA	0.00	0.69	63.57	33.68	1.72	0.00	0.34	0.00
FLORIDA	0.49	4.16	78.06	16.82	0.12	0.01	0.05	0.29
GEORGIA	0.32	25.47	69.62	1.07	0.07	3.30	0.00	0.15
HAWAII	1.72	18.39	79.50	0.19	0.19	0.00	0.00	0.00
IDAHO	22.45	32.10	41.20	1.85	0.08	1.23	0.00	1.08
ILLINOIS	0.47	1.40	78.05	11.16	6.77	0.45	1.67	0.03
INDIANA	0.37	7.78	88.87	2.68	0.00	0.00	0.18	0.12
IOWA	0.48	60.42	34.65	4.10	0.00	0.09	0.21	0.05
KANSAS	5.[illegible]	3.94	87.86	1.54	0.00	0.77	0.54	0.09
KENTUCKY	6.[illegible]	51.43	39.97	1.12	0.04	0.00	0.01	0.47
LOUISIANA	2.01	6.64	80.96	7.30	0.12	2.58	0.17	0.24
MAINE	9.07	33.49	53.33	2.30	1.81	0.00	0.00	0.00
MARYLAND	4.20	6.99	60.76	26.49	1.37	0.05	0.05	0.09
MASSACHUSETTS	64.96	13.03	18.90	0.77	1.69	0.18	0.18	0.28
MICHIGAN	7.55	10.77	62.84	18.71	.	0.04	0.00	0.08
MINNESOTA	3.54	47.09	47.86	1.41	.	.	.	0.10
MISSISSIPPI	0.72	18.82	76.15	3.29	0.00	0.33	0.07	0.62
MISSOURI	4.98	8.89	62.29	21.50	0.84	0.24	0.00	1.27
MONTANA	8.99	26.07	64.49	0.00	0.00	0.00	0.00	0.45
NEBRASKA	19.87	28.81	47.01	3.28	0.16	0.43	0.05	0.38
NEVADA	4.93	23.77	45.29	26.01	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	17.81	12.19	56.87	5.31	7.19	0.00	0.62	0.00
NEW JERSEY	0.53	1.88	54.34	31.57	11.56	0.00	0.00	0.12
NEW MEXICO	4.24	29.27	65.08	0.64	0.00	0.77	0.00	0.00
NEW YORK	0.41	3.38	73.97	19.74	1.26	0.44	0.34	0.47
NORTH CAROLINA	18.53	30.0[illegible]	45.36	4.54	0.85	0.03	0.48	0.18
NORTH DAKOTA	10.09	17.3[illegible]	66.36	2.99	0.56	0.56	1.12	0.93
OHIO	0.57	9.10	88.33	1.72	0.27	0.00	.	0.02
OKLAHOMA	7.41	31.00	59.91	1.46	0.00	0.13	0.02	0.06
OREGON	12.14	22.85	63.05	1.21	0.30	0.15	0.00	0.30
PENNSYLVANIA	1.13	7.81	81.81	7.90	0.39	0.36	0.16	0.44
PUERTO RICO	0.71	47.84	44.63	4.62	1.03	0.12	0.00	1.05
RHODE ISLAND	2.30	1.53	80.61	0.00	14.29	0.00	1.02	0.26
SOUTH CAROLINA	3.61	31.51	54.35	8.89	0.64	0.64	0.00	0.37
SOUTH DAKOTA	2.17	68.39	28.26	0.00	0.00	0.17	1.00	0.00
TENNESSEE	11.71	41.49	40.20	3.11	2.37	0.96	0.02	0.14
TEXAS	1.51	14.25	77.74	5.56	0.06	0.02	0.41	0.44
UTAH	5.38	24.52	66.31	3.12	0.07	0.47	0.00	0.13
VERMONT	72.27	6.59	16.46	1.04	1.73	0.17	1.21	0.52
VIRGINIA	1.60	6.66	85.08	5.71	0.25	0.34	0.08	0.27
WASHINGTON	11.31	29.62	56.94	2.00	0.06	0.00	0.00	0.06
WEST VIRGINIA	6.38	19.47	69.77	4.16	0.00	0.00	0.00	0.21
WISCONSIN	3.53	18.57	70.11	7.70	0.00	0.00	0.00	0.09
WYOMING	26.23	13.11	8.20	22.95	0.00	27.87	1.64	0.00
AMERICAN SAMOA	80.00	0.91	0.00	19.09	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	8.56	18.37	64.37	6.83	0.93	0.45	0.22	0.28
50 STATES, D.C. & P.R.	8.52	18.38	64.40	6.82	0.93	0.45	0.22	0.28

DATA AS OF OCTOBER 1, 1991.

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TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,101	523	553	26	2	7	14	2
ALASKA	23	54	60	0	0	0	0	0
ARIZONA	30	313	496	55	45	2	19	9
ARKANSAS	4	26	40	1	1	0	2	1
CALIFORNIA	167	174	2,245	263	1,022	78	0	0
COLORADO	888	1,375	864	4	4	0	109	50
CONNECTICUT	1,338	382	1,270	185	283	53	126	38
DELAWARE	90	209	143	117	0	0	0	57
DISTRICT OF COLUMBIA	0	0	109	41	19	0	22	6
FLORIDA	585	3,222	5,069	854	21	11	26	9
GEORGIA	54	6,414	2,324	154	4	138	8	2
HAWAII	65	84	242	4	15	0	17	1
IDAHO	80	65	47	1	0	0	1	0
ILLINOIS	261	1,147	4,403	511	912	111	78	7
INDIANA	227	236	1,205	74	0	13	18	1
IOWA	96	1,183	662	57	0	43	15	5
KANSAS	361	204	895	118	0	51	76	3
KENTUCKY	37	339	543	35	6	54	16	14
LOUISIANA	81	144	1,123	94	0	41	11	7
MAINE	581	496	314	26	48	0	45	13
MARYLAND	141	82	618	217	186	2	17	13
MASSACHUSETTS	5,924	1,189	1,724	70	155	17	16	26
MICHIGAN	2,055	1,283	2,328	409	.	70	8	18
MINNESOTA	370	2,387	842	301	.	.	.	64
MISSISSIPPI	8	26	82	0	0	0	2	2
MISSOURI	792	1,550	1,762	162	86	50	62	130
MONTANA	70	38	85	2	0	0	4	4
NEBRASKA	430	167	268	19	9	3	2	3
NEVADA	22	204	110	30	0	0	0	1
NEW HAMPSHIRE	220	103	168	2	61	1	17	1
NEW JERSEY	99	364	1,570	366	1,074	25	2	40
NEW MEXICO	378	271	587	6	0	22	0	2
NEW YORK	308	1,825	8,941	2,493	756	3	111	296
NORTH CAROLINA	1,409	875	1,549	34	4	39	6	8
NORTH DAKOTA	59	37	51	1	0	3	2	0
OHIO	84	339	1,503	875	0	0	.	25
OKLAHOMA	37	38	421	20	0	26	2	5
OREGON	258	143	285	47	145	1	22	17
PENNSYLVANIA	337	883	3,633	261	569	51	63	43
PUERTO RICO	16	117	265	13	5	0	3	21
RHODE ISLAND	68	47	262	0	56	0	29	5
SOUTH CAROLINA	270	957	987	92	4	6	1	6
SOUTH DAKOTA	22	67	15	0	38	0	54	0
TENNESSEE	168	120	400	71	9	55	0	15
TEXAS	221	3,475	3,856	195	1	0	0	401
UTAH	1,380	2,607	697	59	0	0	0	31
VERMONT	223	14	24	13	7	1	7	2
VIRGINIA	343	265	1,751	79	75	13	40	13
WASHINGTON	398	627	539	74	19	0	5	3
WEST VIRGINIA	187	119	364	8	0	0	0	4
WISCONSIN	535	1,176	1,480	14	1	6	0	11
WYOMING	94	137	19	0	0	3	6	1
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	22,996	38,122	59,993	8,554	5,642	999	1,084	1,436
50 STATES, D.C. & P.R.	22,995	38,122	59,993	8,553	5,642	999	1,084	1,436

DATA AS OF OCTOBER 1, 1991.

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8OCT91

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	49.42	23.47	24.82	1.17	0.09	0.31	0.63	0.09
ALASKA	16.79	39.42	43.80	0.00	0.00	0.00	0.00	0.00
ARIZONA	3.10	32.30	51.19	5.68	4.64	0.21	1.96	0.93
ARKANSAS	5.33	34.67	53.33	1.33	1.33	0.00	2.67	1.33
CALIFORNIA	4.23	4.41	56.85	6.66	25.88	1.98	0.00	0.00
COLORADO	26.96	41.74	26.23	0.12	0.12	0.00	3.31	1.52
CONNECTICUT	36.41	10.39	34.56	5.03	7.70	1.44	3.43	1.03
DELAWARE	14.61	33.93	23.21	18.99	0.00	0.00	0.00	9.25
DISTRICT OF COLUMBIA	0.00	0.00	55.33	20.81	9.64	0.00	11.17	3.05
FLORIDA	5.97	32.89	51.74	8.72	0.21	0.11	0.27	0.09
GEORGIA	0.59	70.50	25.54	1.69	0.04	1.52	0.09	0.02
HAWAII	15.19	19.63	56.54	0.93	3.50	0.00	3.97	0.23
IDAHO	41.24	33.51	24.23	0.52	0.00	0.00	0.52	0.00
ILLINOIS	3.51	15.44	59.26	6.88	12.27	1.49	1.05	0.09
INDIANA	12.80	13.30	67.93	4.17	0.00	0.73	1.01	0.06
IOWA	4.25	52.32	38.12	2.52	0.00	1.90	0.66	0.22
KANSAS	21.14	11.94	52.40	6.91	0.00	2.99	4.45	0.18
KENTUCKY	3.54	32.47	52.01	3.35	0.57	5.17	1.53	1.34
LOUISIANA	5.40	9.59	74.82	6.26	0.00	2.73	0.73	0.47
MAINE	38.15	32.57	20.62	1.71	3.15	0.00	2.95	0.85
MARYLAND	11.05	6.43	48.43	17.01	14.58	0.16	1.33	1.02
MASSACHUSETTS	64.95	13.04	18.90	0.77	1.70	0.19	0.18	0.29
MICHIGAN	33.30	20.79	37.72	6.63	.	1.13	0.13	0.29
MINNESOTA	9.33	60.22	21.24	7.59	.	.	.	1.61
MISSISSIPPI	6.67	21.67	68.33	0.00	0.00	0.00	1.67	1.67
MISSOURI	17.24	33.74	38.35	3.53	1.87	1.09	1.35	2.83
MONTANA	34.48	18.72	41.87	0.99	0.00	0.00	1.97	1.97
NEBRASKA	47.72	18.53	29.74	2.11	1.00	0.33	0.22	0.33
NEVADA	5.99	55.59	29.97	8.17	0.00	0.00	0.00	0.27
NEW HAMPSHIRE	38.39	17.98	29.32	0.35	10.65	0.17	2.97	0.17
NEW JERSEY	2.80	10.28	44.35	10.34	30.34	0.71	0.06	1.13
NEW MEXICO	29.86	21.41	46.37	0.47	0.00	1.74	0.00	0.16
NEW YORK	2.09	12.39	60.69	16.92	5.13	0.02	0.75	2.01
NORTH CAROLINA	35.91	22.30	39.48	0.87	0.10	0.99	0.15	0.20
NORTH DAKOTA	38.56	24.18	33.33	0.65	0.00	1.96	1.31	0.00
OHIO	2.97	12.00	53.18	30.96	0.00	0.00	.	0.88
OKLAHOMA	6.74	6.92	76.68	3.64	0.00	4.74	0.36	0.91
OREGON	28.10	15.58	31.05	5.12	15.80	0.11	2.40	1.85
PENNSYLVANIA	5.77	15.12	62.21	4.47	9.74	0.87	1.08	0.74
PUERTO RICO	3.64	26.59	60.23	2.95	1.14	0.00	0.68	4.77
RHODE ISLAND	14.56	10.06	56.10	0.00	11.99	0.00	6.21	1.07
SOUTH CAROLINA	11.62	41.20	42.49	3.96	0.17	0.26	0.04	0.26
SOUTH DAKOTA	11.22	34.18	7.65	0.00	19.39	0.00	27.55	0.00
TENNESSEE	20.05	14.32	47.73	8.47	1.07	6.56	0.00	1.79
TEXAS	2.71	42.64	47.32	2.39	0.01	0.00	0.00	4.92
UTAH	28.91	54.61	14.60	1.24	0.00	0.00	0.00	0.65
VERMONT	76.63	4.81	8.25	4.47	2.41	0.34	2.41	0.69
VIRGINIA	13.30	10.28	67.89	3.06	2.91	0.50	1.55	0.50
WASHINGTON	23.90	37.66	32.37	4.44	1.14	0.00	0.30	0.18
WEST VIRGINIA	27.42	17.45	53.37	1.17	0.00	0.00	0.00	0.59
WISCONSIN	16.60	36.49	45.92	0.43	0.03	0.19	0.00	0.34
WYOMING	36.15	52.69	7.31	0.00	0.00	1.15	2.31	0.38
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	16.56	27.46	43.21	6.16	4.06	0.72	0.78	1.03
50 STATES, D.C. & P.R.	16.56	27.46	43.22	6.16	4.06	0.72	0.78	1.03

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	173	81	129	22	2	61	0	0
ALASKA	12	22	28	0	0	0	0	0
ARIZONA	106	223	117	131	1	104	0	0
ARKANSAS	93	56	29	27	2	52	0	0
CALIFORNIA	637	175	2,061	241	24	175	0	0
COLORADO	145	92	126	3	0	25	0	0
CONNECTICUT	136	46	58	30	39	0	14	2
DELAWARE	27	24	32	0	0	6	0	1
DISTRICT OF COLUMBIA	17	6	7	0	0	0	0	0
FLORIDA	140	63	812	11	4	95	0	0
GEORGIA	1	199	233	72	1	54	0	0
HAWAII	33	33	79	0	1	0	0	0
IDAHO	62	43	2	4	0	8	0	0
ILLINOIS	235	198	813	51	6	52	4	0
INDIANA	48	130	305	3	0	134	0	0
IOWA	153	90	98	0	0	54	1	0
KANSAS	73	85	152	0	0	66	2	3
KENTUCKY	81	83	86	10	3	151	0	1
LOUISIANA	127	102	284	23	4	79	0	0
MAINE	87	31	11	1	0	22	0	1
MARYLAND	237	49	150	41	0	91	0	0
MASSACHUSETTS	606	121	176	7	16	2	1	3
MICHIGAN	482	113	445	56	.	34	0	0
MINNESOTA	180	361	112	19	.	.	.	1
MISSISSIPPI	19	80	78	14	0	44	0	1
MISSOURI	200	112	250	125	10	65	0	2
MONTANA	50	13	21	0	0	20	0	0
NEBRASKA	128	28	54	8	2	23	0	2
NEVADA	4	12	66	0	1	0	2	0
NEW HAMPSHIRE	22	3	4	75	5	0	7	0
NEW JERSEY	29	99	186	222	40	0	0	3
NEW MEXICO	93	11	67	9	0	39	0	0
NEW YORK	419	278	397	237	436	38	0	7
NORTH CAROLINA	400	114	170	9	1	209	0	0
NORTH DAKOTA	37	8	17	1	0	22	0	0
OHIO	183	78	627	128	10	25	.	1
OKLAHOMA	103	35	132	22	3	41	1	0
OREGON	298	59	99	1	16	27	0	4
PENNSYLVANIA	711	131	380	12	170	0	52	6
PUERTO RICO	22	115	194	7	93	0	1	3
RHODE ISLAND	12	3	5	41	3	0	0	1
SOUTH CAROLINA	172	143	132	0	1	49	1	0
SOUTH DAKOTA	59	60	6	22	0	38	0	0
TENNESSEE	177	49	208	38	0	45	0	2
TEXAS	32	195	151	109	1	0	2	2
UTAH	144	159	16	0	1	18	0	0
VERMONT	72	2	2	0	3	4	9	1
VIRGINIA	161	92	233	8	0	80	1	0
WASHINGTON	274	317	81	11	12	3	0	0
WEST VIRGINIA	55	25	52	0	1	10	33	0
WISCONSIN	61	10	24	4	1	3	0	0
WYOMING	44	32	6	3	0	4	0	0
AMERICAN SAMOA	0	0	5	1	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	12	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	7,884	4,689	10,008	1,859	913	2,072	131	47
50 STATES, D.C. & P.R.	7,872	4,689	10,003	1,858	913	2,072	131	47

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

HEARING IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	36.97	17.31	27.56	4.70	0.43	13.03	0.00	0.00
ALASKA	19.35	35.48	45.16	0.00	0.00	0.00	0.00	0.00
ARIZONA	15.54	32.70	17.16	19.21	0.15	15.25	0.00	0.00
ARKANSAS	35.91	21.62	11.20	10.42	0.77	20.08	0.00	0.00
CALIFORNIA	19.23	5.28	62.21	7.27	0.72	5.28	0.00	0.00
COLORADO	37.08	23.53	32.23	0.77	0.00	6.39	0.00	0.00
CONNECTICUT	41.85	14.15	17.85	9.23	12.00	0.00	4.31	0.62
DELAWARE	30.00	26.67	35.56	0.00	0.00	6.67	0.00	1.11
DISTRICT OF COLUMBIA	56.67	20.00	23.33	0.00	0.00	0.00	0.00	0.00
FLORIDA	12.44	5.60	72.18	0.98	0.36	8.44	0.00	0.00
GEORGIA	0.18	35.54	41.61	12.86	0.18	9.64	0.00	0.00
HAWAII	22.60	22.60	54.11	0.00	0.68	0.00	0.00	0.00
IDAHO	52.10	36.13	1.68	3.36	0.00	6.72	0.00	0.00
ILLINOIS	17.29	14.57	59.82	3.75	0.44	3.83	0.29	0.00
INDIANA	7.74	20.97	49.19	0.48	0.00	21.61	0.00	0.00
IOWA	38.64	22.73	24.75	0.00	0.00	13.64	0.25	0.00
KANSAS	19.16	22.31	39.90	0.00	0.00	17.32	0.52	0.79
KENTUCKY	19.52	20.00	20.72	2.41	0.72	36.39	0.00	0.24
LOUISIANA	20.52	16.48	45.88	3.72	0.65	12.76	0.00	0.00
MAINE	56.86	20.26	7.19	0.65	0.00	14.38	0.00	0.65
MARYLAND	41.73	8.63	26.41	7.22	0.00	16.02	0.00	0.00
MASSACHUSETTS	65.02	12.98	18.88	0.75	1.72	0.21	0.11	0.32
MICHIGAN	42.65	10.00	39.38	4.96	.	3.01	0.00	0.00
MINNESOTA	26.75	53.64	16.64	2.82	.	.	.	0.15
MISSISSIPPI	8.05	33.90	33.05	5.93	0.00	18.64	0.00	0.42
MISSOURI	26.18	14.66	32.72	16.36	1.31	8.51	0.00	0.26
MONTANA	48.08	12.50	20.19	0.00	0.00	19.23	0.00	0.00
NEBRASKA	52.24	11.43	22.04	3.27	0.82	9.39	0.00	0.82
NEVADA	4.71	14.12	77.65	0.00	1.18	0.00	2.35	0.00
NEW HAMPSHIRE	18.97	2.59	3.45	64.66	4.31	0.00	6.03	0.00
NEW JERSEY	5.01	17.10	32.12	38.34	6.91	0.00	0.00	0.52
NEW MEXICO	42.47	5.02	30.59	4.11	0.00	17.81	0.00	0.00
NEW YORK	23.12	15.34	21.91	13.08	24.06	2.10	0.00	0.39
NORTH CAROLINA	44.30	12.62	18.83	1.00	0.11	23.15	0.00	0.00
NORTH DAKOTA	43.53	9.41	20.00	1.18	0.00	25.88	0.00	0.00
OHIO	17.40	7.41	59.60	12.17	0.95	2.38	.	0.10
OKLAHOMA	30.56	10.39	39.17	6.53	0.89	12.17	0.30	0.00
OREGON	59.13	11.71	19.64	0.20	3.17	5.36	0.00	0.79
PENNSYLVANIA	48.63	8.96	25.99	0.82	11.63	0.00	3.56	0.41
PUERTO RICO	5.06	26.44	44.60	1.61	21.38	0.00	0.23	0.69
RHODE ISLAND	18.46	4.62	7.69	63.08	4.62	0.00	0.00	1.54
SOUTH CAROLINA	34.54	28.71	26.51	0.00	0.20	9.84	0.20	0.00
SOUTH DAKOTA	31.89	32.43	3.24	11.89	0.00	20.54	0.00	0.00
TENNESSEE	34.10	9.44	40.08	7.32	0.00	8.67	0.00	0.39
TEXAS	6.50	39.63	30.69	22.15	0.20	0.00	0.41	0.41
UTAH	42.60	47.04	4.73	0.00	0.30	5.33	0.00	0.00
VERMONT	77.42	2.15	2.15	0.00	3.23	4.30	9.68	1.08
VIRGINIA	28.00	16.00	40.52	1.39	0.00	13.91	0.17	0.00
WASHINGTON	39.26	45.42	11.60	1.58	1.72	0.43	0.00	0.00
WEST VIRGINIA	31.25	14.20	29.55	0.00	0.57	5.68	18.75	0.00
WISCONSIN	59.22	9.71	23.30	3.88	0.97	2.91	0.00	0.00
WYOMING	49.44	35.96	6.74	3.37	0.00	4.49	0.00	0.00
AMERICAN SAMOA	0.00	0.00	83.33	16.67	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	28.56	16.99	36.26	6.73	3.31	7.51	0.47	0.17
50 STATES, D.C. & P.R.	28.54	17.00	36.26	6.74	3.31	7.51	0.47	0.17

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	20	7	363	74	2	0	0	9
ALASKA	4	43	114	0	0	0	0	1
ARIZONA	19	57	375	112	94	22	6	11
ARKANSAS	13	27	132	43	44	8	7	29
CALIFORNIA	74	49	2,135	250	104	0	0	0
COLORADO	75	535	1,111	90	0	14	3	10
CONNECTICUT	27	34	262	82	94	1	7	8
DELAWARE	0	6	49	12	0	0	0	2
DISTRICT OF COLUMBIA	1	2	28	34	26	1	2	0
FLORIDA	0	0	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0	0	0
HAWAII	0	2	83	10	1	0	0	0
IDAHO	11	8	28	1	0	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	325	48	0	34	4	6
IOWA	0	0	170	84	0	0	2	2
KANSAS	10	0	168	13	0	32	4	33
KENTUCKY	22	49	350	70	15	2	0	14
LOUISIANA	6	6	260	114	0	24	4	10
MAINE	75	134	218	10	4	0	4	10
MARYLAND	113	69	337	714	110	4	12	9
MASSACHUSETTS	951	191	277	11	25	3	3	4
MICHIGAN	23	3	132	654	.	1	0	24
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0	1	152	27	0	16	0	10
MISSOURI	8	34	84	92	114	20	0	8
MONTANA	24	18	105	0	0	8	0	3
NEBRASKA	43	16	117	26	2	9	3	8
NEVADA	2	26	60	94	0	0	0	3
NEW HAMPSHIRE	22	10	25	38	34	0	9	1
NEW JERSEY	47	120	898	1,091	1,059	13	9	25
NEW MEXICO	9	45	286	1	0	10	0	8
NEW YORK	80	174	1,832	1,826	740	10	126	124
NORTH CAROLINA	18	42	314	96	40	42	63	5
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	13	113	2,089	1,804	1	0	.	17
OKLAHOMA	32	45	505	85	3	24	10	15
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	12	41	193	30	54	9	13	259
RHODE ISLAND	1	1	30	0	23	0	2	1
SOUTH CAROLINA	1	9	159	7	0	51	0	2
SOUTH DAKOTA	5	88	100	3	0	12	33	5
TENNESSEE	12	27	495	55	52	14	0	15
TEXAS	12	538	570	61	12	5	34	212
UTAH	2	14	343	332	0	9	0	11
VERMONT	16	4	31	1	2	0	4	1
VIRGINIA	40	46	420	37	10	29	2	4
WASHINGTON	60	147	682	25	3	0	0	7
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	1,090	4,092	4,553	187	2	83	1	21
WYOMING	0	0	0	0	0	8	0	0
AMERICAN SAMOA	0	0	0	6	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	7	0	6	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	3,000	6,873	20,966	8,355	2,670	518	367	947
50 STATES, D.C. & P.R.	2,993	6,873	20,960	8,349	2,670	518	367	947

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	4.21	1.47	76.42	15.58	0.42	0.00	0.00	1.89
ALASKA	2.47	26.54	70.37	0.00	0.00	0.00	0.00	0.62
ARIZONA	2.73	8.19	53.88	16.09	13.51	3.16	0.86	1.58
ARKANSAS	4.22	8.77	42.86	15.58	14.29	2.60	2.27	9.42
CALIFORNIA	2.83	1.88	81.74	9.57	3.98	0.00	0.00	0.00
COLORADO	4.08	29.11	60.45	4.90	0.00	0.76	0.16	0.54
CONNECTICUT	5.24	6.60	50.87	15.92	18.25	0.19	1.36	1.55
DELAWARE	0.00	8.70	71.01	17.39	0.00	0.00	0.00	2.90
DISTRICT OF COLUMBIA	1.06	2.13	29.79	36.17	27.66	1.06	2.13	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.00	2.08	86.46	10.42	1.04	0.00	0.00	0.00
IDAHO	22.92	16.67	58.33	2.08	0.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	77.94	11.51	0.00	8.15	0.96	1.44
IOWA	0.00	0.00	65.89	32.56	0.00	0.00	0.78	0.78
KANSAS	3.85	0.00	64.62	5.00	0.00	12.31	1.54	12.69
KENTUCKY	4.21	9.39	67.05	13.41	2.87	0.38	0.00	2.68
LOUISIANA	1.42	1.42	61.32	26.89	0.00	5.66	0.94	2.36
MAINE	16.48	29.45	47.91	2.20	0.88	0.00	0.88	2.20
MARYLAND	8.26	5.04	24.63	52.19	8.04	0.29	0.88	0.66
MASSACHUSETTS	64.91	13.04	18.91	0.75	1.71	0.20	0.20	0.27
MICHIGAN	2.75	0.36	15.77	78.14	.	0.12	0.00	2.87
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	0.49	73.79	13.11	0.00	7.77	0.00	4.85
MISSOURI	2.22	9.44	23.33	25.56	31.67	5.56	0.00	2.22
MONTANA	15.19	11.39	66.46	0.00	0.00	5.06	0.00	1.90
NEBRASKA	19.20	7.14	52.23	11.61	0.89	4.02	1.34	3.57
NEVADA	1.08	14.05	32.43	50.81	0.00	0.00	0.00	1.62
NEW HAMPSHIRE	15.83	7.19	17.99	27.34	24.46	0.00	6.47	0.72
NEW JERSEY	1.44	3.68	27.53	33.45	32.46	0.40	0.28	0.77
NEW MEXICO	2.51	12.53	79.67	0.28	0.00	2.79	0.00	2.23
NEW YORK	1.63	3.54	37.30	37.17	15.07	0.20	2.57	2.52
NORTH CAROLINA	2.90	6.77	50.65	15.48	6.45	6.77	10.16	0.81
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	0.32	2.80	51.75	44.69	0.02	0.00	.	0.42
OKLAHOMA	4.45	6.26	70.24	11.82	0.42	3.34	1.39	2.09
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	1.96	6.71	31.59	4.91	8.84	1.47	2.13	42.39
RHODE ISLAND	1.72	1.72	51.72	0.00	39.66	0.00	3.45	1.72
SOUTH CAROLINA	0.44	3.93	69.43	3.06	0.00	22.27	0.00	0.87
SOUTH DAKOTA	2.03	35.77	40.65	1.22	0.00	4.88	13.41	2.03
TENNESSEE	1.79	4.03	73.88	8.21	7.76	2.09	0.00	2.24
TEXAS	0.83	37.26	39.47	4.22	0.83	0.35	2.35	14.68
UTAH	0.28	1.97	48.24	46.69	0.00	1.27	0.00	1.55
VERMONT	27.12	6.78	52.54	1.69	3.39	0.00	6.78	1.69
VIRGINIA	6.80	7.82	71.43	6.29	1.70	4.93	0.34	0.68
WASHINGTON	6.49	15.91	73.81	2.71	0.32	0.00	0.00	0.76
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	10.87	40.80	45.40	1.86	0.02	0.83	0.01	0.21
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	53.85	0.00	46.15	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	6.87	15.73	47.98	19.12	6.11	1.19	0.84	2.17
50 STATES, D.C. & P.R.	6.85	15.74	47.99	19.12	6.11	1.19	0.84	2.17

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	139	32	78	5	0	0	0	10
ALASKA	16	10	8	0	0	0	0	1
ARIZONA	60	100	118	11	5	0	1	6
ARKANSAS	31	25	19	5	6	0	5	5
CALIFORNIA	836	296	1,985	232	11	0	0	0
COLORADO	244	161	49	2	0	0	0	4
CONNECTICUT	101	13	16	11	13	0	0	3
DELAWARE	12	8	39	70	0	0	0	0
DISTRICT OF COLUMBIA	2	2	1	47	0	0	0	0
FLORIDA	270	244	1,062	146	0	0	0	9
GEORGIA	3	168	167	1	0	0	0	4
HAWAII	48	17	31	3	0	0	0	1
IDAHO	43	18	31	3	0	0	0	6
ILLINOIS	176	156	651	312	63	8	10	38
INDIANA	69	85	201	0	0	0	0	0
IOWA	255	159	79	2	0	1	0	37
KANSAS	69	52	40	13	0	0	26	2
KENTUCKY	122	55	64	1	0	0	0	2
LOUISIANA	172	100	258	30	0	6	0	11
MAINE	95	19	11	0	1	0	0	0
MARYLAND	147	24	147	17	3	0	0	2
MASSACHUSETTS	476	95	139	6	12	1	1	2
MICHIGAN	882	321	583	166	.	0	0	16
MINNESOTA	137	463	94	1	.	.	.	4
MISSISSIPPI	57	99	287	39	0	0	1	51
MISSOURI	158	82	150	136	0	0	0	0
MONTANA	37	16	17	0	0	0	0	1
NEBRASKA	104	21	54	3	0	0	0	18
NEVADA	20	30	17	1	0	0	0	0
NEW HAMPSHIRE	48	26	16	8	0	0	0	0
NEW JERSEY	22	81	45	93	54	0	0	2
NEW MEXICO	138	56	110	0	0	0	0	3
NEW YORK	582	164	265	68	36	0	0	13
NORTH CAROLINA	287	54	84	34	3	0	0	5
NORTH DAKOTA	38	4	14	4	1	0	3	1
OHIO	332	75	574	97	7	0	.	268
OKLAHOMA	98	15	56	5	0	0	0	1
OREGON	225	59	91	3	7	0	0	9
PENNSYLVANIA	83	21	283	212	85	17	6	4
PUERTO RICO	52	72	17	6	88	0	0	9
RHODE ISLAND	28	29	16	0	8	0	0	2
SOUTH CAROLINA	107	97	158	24	0	0	0	2
SOUTH DAKOTA	20	54	5	0	12	0	67	4
TENNESSEE	166	72	202	34	3	0	0	29
TEXAS	235	825	718	60	0	0	6	86
UTAH	47	70	48	1	0	0	0	6
VERMONT	56	1	1	0	1	0	1	0
VIRGINIA	208	49	136	31	3	0	0	3
WASHINGTON	344	144	107	11	6	0	0	1
WEST VIRGINIA	97	5	39	17	0	0	1	2
WISCONSIN	186	29	56	1	0	0	1	2
WYOMING	62	19	0	2	1	1	0	3
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	3	1	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	8,245	4,893	9,437	1,975	429	34	128	686
50 STATES, D.C. & P.R.	8,242	4,892	9,437	1,974	429	34	128	686

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	52.65	12.12	29.55	1.89	0.00	0.00	0.00	3.79
ALASKA	45.71	28.57	22.86	0.00	0.00	0.00	0.00	2.86
ARIZONA	19.93	33.22	39.20	3.65	1.66	0.00	0.33	1.99
ARKANSAS	32.29	26.04	19.79	5.21	6.25	0.00	5.21	5.21
CALIFORNIA	24.88	8.81	59.08	6.90	0.33	0.00	0.00	0.00
COLORADO	53.04	35.00	10.65	0.43	0.00	0.00	0.00	0.87
CONNECTICUT	64.33	8.28	10.19	7.01	8.28	0.00	0.00	1.91
DELAWARE	9.30	6.20	30.23	54.26	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	3.85	3.85	1.92	90.38	0.00	0.00	0.00	0.00
FLORIDA	15.60	14.10	61.35	8.43	0.00	0.00	0.00	0.52
GEORGIA	0.87	48.98	48.69	0.29	0.00	0.00	0.00	1.17
HAWAII	48.00	17.00	31.00	3.00	0.00	0.00	0.00	1.00
IDAHO	42.57	17.82	30.69	2.97	0.00	0.00	0.00	5.94
ILLINOIS	12.45	11.03	46.04	22.07	4.46	0.57	0.71	2.69
INDIANA	19.44	23.94	56.62	0.00	0.00	0.00	0.00	0.00
IOWA	47.84	29.83	14.82	0.38	0.00	0.19	0.00	6.94
KANSAS	34.16	25.74	19.80	6.44	0.00	0.00	12.87	0.99
KENTUCKY	50.00	22.54	26.23	0.41	0.00	0.00	0.00	0.82
LOUISIANA	29.81	17.33	44.71	5.20	0.00	1.04	0.00	1.91
MAINE	75.40	15.08	8.73	0.00	0.79	0.00	0.00	0.00
MARYLAND	43.24	7.06	43.24	5.00	0.88	0.00	0.00	0.59
MASSACHUSETTS	65.03	12.98	18.99	0.82	1.64	0.14	0.14	0.27
MICHIGAN	44.82	16.31	29.62	8.43	.	0.00	0.00	0.81
MINNESOTA	19.60	66.24	13.45	0.14	.	.	.	0.57
MISSISSIPPI	10.67	18.54	53.75	7.30	0.00	0.00	0.19	9.55
MISSOURI	30.04	15.59	28.52	25.86	0.00	0.00	0.00	0.00
MONTANA	52.11	22.54	23.94	0.00	0.00	0.00	0.00	1.41
NEBRASKA	52.00	10.50	27.00	1.50	0.00	0.00	0.00	9.00
NEVADA	29.41	44.12	25.00	1.47	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	48.98	26.53	16.33	8.16	0.00	0.00	0.00	0.00
NEW JERSEY	7.41	27.27	15.15	31.31	18.18	0.00	0.00	0.67
NEW MEXICO	44.95	18.24	35.83	0.00	0.00	0.00	0.00	0.98
NEW YORK	51.60	14.54	23.49	6.03	3.19	0.00	0.00	1.15
NORTH CAROLINA	61.46	11.56	17.99	7.28	0.64	0.00	0.00	1.07
NORTH DAKOTA	58.46	6.15	21.54	6.15	1.54	0.00	4.62	1.54
OHIO	24.54	5.54	42.42	7.17	0.52	0.00	.	19.81
OKLAHOMA	56.00	8.57	32.00	2.86	0.00	0.00	0.00	0.57
OREGON	57.11	14.97	23.10	0.76	1.78	0.00	0.00	2.28
PENNSYLVANIA	11.67	2.95	39.80	29.82	11.95	2.39	0.84	0.56
PUERTO RICO	21.31	29.51	6.97	2.46	36.07	0.00	0.00	3.69
RHODE ISLAND	33.73	34.94	19.28	0.00	9.64	0.00	0.00	2.41
SOUTH CAROLINA	27.58	25.00	40.72	6.19	0.00	0.00	0.00	0.52
SOUTH DAKOTA	12.35	33.33	3.09	0.00	7.41	0.00	41.36	2.47
TENNESSEE	32.81	14.23	39.92	6.72	0.59	0.00	0.00	5.73
TEXAS	12.18	42.75	37.20	3.11	0.00	0.00	0.31	4.46
UTAH	27.33	40.70	27.91	0.58	0.00	0.00	0.00	3.49
VERMONT	93.33	1.67	1.67	0.00	1.67	0.00	1.67	0.00
VIRGINIA	48.37	11.40	31.63	7.21	0.70	0.00	0.00	0.70
WASHINGTON	56.12	23.49	17.46	1.79	0.98	0.00	0.00	0.16
WEST VIRGINIA	60.25	3.11	24.22	10.56	0.00	0.00	0.62	1.24
WISCONSIN	67.64	10.55	20.36	0.36	0.00	0.00	0.00	1.09
WYOMING	72.94	22.35	0.00	2.35	1.18	1.18	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	31.92	18.95	36.54	7.65	1.66	0.13	0.50	2.66
50 STATES, D.C. & P.R.	31.92	18.95	36.55	7.64	1.66	0.13	0.50	2.66

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
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TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	218	60	71	16	0	0	0	24
ALASKA	14	27	25	0	0	0	0	0
ARIZONA	6	47	11	2	0	0	0	12
ARKANSAS	42	65	41	4	2	0	2	8
CALIFORNIA	4,298	689	1,166	136	68	0	0	0
COLORADO	.	.	.	.	.	0	.	.
CONNECTICUT	76	15	29	5	5	0	1	10
DELAWARE	2	1	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	2	16	17	0	0	0
FLORIDA	1	2	199	67	4	0	2	459
GEORGIA	22	116	60	0	0	0	0	15
HAWAII	27	31	65	0	0	0	0	4
IDAHO	42	21	16	1	0	9	0	8
ILLINOIS	41	64	229	102	71	0	5	88
INDIANA	0	0	95	0	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	59	27	25	0	0	1	5	12
KENTUCKY	44	74	16	4	0	0	1	52
LOUISIANA	162	156	476	30	0	5	0	10
MAINE	65	31	16	2	0	0	0	6
MARYLAND	198	97	196	76	18	0	3	10
MASSACHUSETTS	605	121	176	7	16	2	2	3
MICHIGAN	45	21	164	125	.	0	0	1
MINNESOTA	68	268	93	5	.	.	.	4
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	80	80	42	52	0	4	0	70
MONTANA	23	32	14	2	0	1	0	3
NEBRASKA	135	22	54	3	0	3	1	19
NEVADA	21	51	0	2	0	0	0	5
NEW HAMPSHIRE	85	43	70	11	7	0	2	0
NEW JERSEY	14	45	14	32	0	0	0	31
NEW MEXICO	24	7	32	0	0	0	0	2
NEW YORK	340	312	481	554	63	7	29	41
NORTH CAROLINA	458	178	359	41	2	0	0	18
NORTH DAKOTA	21	6	8	4	0	0	2	2
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	33	15	23	7	5	0	0	3
OREGON	220	81	163	1	19	0	2	13
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	65	117	121	7	7	0	0	4
RHODE ISLAND	27	11	19	0	2	0	2	13
SOUTH CAROLINA	7	8	71	14	0	0	0	2
SOUTH DAKOTA	6	18	6	0	0	1	8	2
TENNESSEE	209	94	146	17	0	0	0	180
TEXAS	305	1,648	1,603	93	3	1	13	395
UTAH	43	96	29	0	1	0	0	24
VERMONT	66	5	3	0	4	0	1	4
VIRGINIA	81	27	204	17	28	5	4	8
WASHINGTON	841	1,166	573	35	11	0	0	8
WEST VIRGINIA	5	10	27	2	0	0	1	1
WISCONSIN	92	7	11	1	0	0	0	14
WYOMING	58	31	2	2	1	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9,296	6,043	7,246	1,495	354	40	86	1,588
50 STATES, D.C. & P.R.	9,294	6,043	7,246	1,495	354	40	86	1,588

DATA AS OF OCTOBER 1, 1991.

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8OCT91

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	56.04	15.42	18.25	4.11	0.00	0.00	0.00	6.17
ALASKA	21.21	40.91	37.88	0.00	0.00	0.00	0.00	0.00
ARIZONA	7.69	60.26	14.10	2.56	0.00	0.00	0.00	15.38
ARKANSAS	25.61	39.63	25.00	2.44	1.22	0.00	1.22	4.88
CALIFORNIA	67.61	10.84	18.34	2.14	1.07	0.00	0.00	0.00
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	53.90	10.64	20.57	3.55	3.55	0.00	0.71	7.09
DELAWARE	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	5.71	45.71	48.57	0.00	0.00	0.00
FLORIDA	0.14	0.27	27.11	9.13	0.54	0.00	0.27	62.53
GEORGIA	10.33	54.46	28.17	0.00	0.00	0.00	0.00	7.04
HAWAII	21.26	24.41	51.18	0.00	0.00	0.00	0.00	3.15
IDAHO	43.30	21.65	16.49	1.03	0.00	9.28	0.00	8.25
ILLINOIS	6.83	10.67	38.17	17.00	11.83	0.00	0.83	14.67
INDIANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.	.	.	.
KANSAS	45.74	20.93	19.38	0.00	0.00	0.78	3.88	9.30
KENTUCKY	23.04	38.74	8.38	2.09	0.00	0.00	0.52	27.23
LOUISIANA	19.31	18.59	56.73	3.58	0.00	0.60	0.00	1.19
MAINE	54.17	25.83	13.33	1.67	0.00	0.00	0.00	5.00
MARYLAND	33.11	16.22	32.78	12.71	3.01	0.00	0.50	1.67
MASSACHUSETTS	64.91	12.98	18.88	0.75	1.72	0.21	0.21	0.32
MICHIGAN	12.64	5.90	46.07	35.11	.	0.00	0.00	0.28
MINNESOTA	15.53	61.19	21.23	1.14	.	.	.	0.91
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	24.39	24.39	12.80	15.85	0.00	1.22	0.00	21.34
MONTANA	30.67	42.67	18.67	2.67	0.00	1.33	0.00	4.00
NEBRASKA	56.96	9.28	22.78	1.27	0.00	1.27	0.42	8.02
NEVADA	26.58	64.56	0.00	2.53	0.00	0.00	0.00	6.33
NEW HAMPSHIRE	38.99	19.72	32.11	5.05	3.21	0.00	0.92	0.00
NEW JERSEY	10.29	33.09	10.29	23.53	0.00	0.00	0.00	22.79
NEW MEXICO	36.92	10.77	49.23	0.00	0.00	0.00	0.00	3.08
NEW YORK	18.61	17.08	26.33	30.32	3.45	0.38	1.59	2.24
NORTH CAROLINA	43.37	16.86	34.00	3.88	0.19	0.00	0.00	1.70
NORTH DAKOTA	48.84	13.95	18.60	9.30	0.00	0.00	4.65	4.65
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	38.37	17.44	26.74	8.14	5.81	0.00	0.00	3.49
OREGON	44.09	16.23	32.67	0.20	3.81	0.00	0.40	2.61
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	20.25	36.45	37.69	2.18	2.18	0.00	0.00	1.25
RHODE ISLAND	36.49	14.86	25.68	0.00	2.70	0.00	2.70	17.57
SOUTH CAROLINA	6.86	7.84	69.61	13.73	0.00	0.00	0.00	1.96
SOUTH DAKOTA	14.63	43.90	14.63	0.00	0.00	2.44	19.51	4.88
TENNESSEE	32.35	14.55	22.60	2.63	0.00	0.00	0.00	27.86
TEXAS	7.51	40.58	39.47	2.29	0.07	0.02	0.32	9.73
UTAH	22.28	49.74	15.03	0.00	0.52	0.00	0.00	12.44
VERMONT	79.52	6.02	3.61	0.00	4.82	0.00	1.20	4.82
VIRGINIA	21.66	7.22	54.55	4.55	7.49	1.34	1.07	2.14
WASHINGTON	31.93	44.27	21.75	1.33	0.42	0.00	0.00	0.30
WEST VIRGINIA	10.87	21.74	58.70	4.35	0.00	0.00	2.17	2.17
WISCONSIN	73.60	5.60	8.80	0.80	0.00	0.00	0.00	11.20
WYOMING	61.05	32.63	2.11	2.11	1.05	1.05	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	35.55	23.11	27.71	5.72	1.35	0.15	0.33	6.07
50 STATES, D.C. & P.R.	35.55	23.11	27.71	5.72	1.35	0.15	0.33	6.07

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

VISUAL IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	104	34	10	21	0	28	0	0
ALASKA	17	8	3	0	0	0	0	0
ARIZONA	48	108	18	3	1	33	0	0
ARKANSAS	12	18	10	0	1	30	0	0
CALIFORNIA	302	133	747	87	11	5	0	0
COLORADO	93	27	5	0	0	12	1	0
CONNECTICUT	87	14	71	26	13	1	0	4
DELAWARE	30	1	4	1	0	0	1	0
DISTRICT OF COLUMBIA	0	0	11	0	0	0	0	0
FLORIDA	175	88	121	8	0	20	0	0
GEORGIA	7	149	25	2	0	43	1	0
HAWAII	24	3	9	1	0	0	0	0
IDAHO	17	7	2	0	0	2	0	1
ILLINOIS	115	109	208	13	5	22	0	0
INDIANA	31	92	45	0	0	78	0	0
IOWA	40	26	4	0	0	15	1	0
KANSAS	63	29	8	9	0	19	0	1
KENTUCKY	136	41	15	2	0	43	0	1
LOUISIANA	71	34	69	1	0	13	0	0
MAINE	29	12	1	0	0	0	0	2
MARYLAND	106	29	35	19	0	38	0	0
MASSACHUSETTS	260	52	75	3	7	1	0	1
MICHIGAN	187	46	88	13	.	0	0	2
MINNESOTA	60	86	21	0	.	.	.	0
MISSISSIPPI	8	26	30	3	0	24	0	0
MISSOURI	108	36	40	13	0	17	2	2
MONTANA	17	7	48	6	0	7	0	1
NEBRASKA	52	19	24	2	0	5	0	0
NEVADA	5	8	31	0	0	0	0	0
NEW HAMPSHIRE	7	2	0	38	0	0	1	0
NEW JERSEY	119	39	25	5	7	0	1	0
NEW MEXICO	31	7	14	0	0	8	0	0
NEW YORK	196	162	145	12	43	20	0	15
NORTH CAROLINA	74	126	25	1	0	42	0	3
NORTH DAKOTA	25	0	7	3	0	5	0	0
OHIO	174	25	162	10	4	34	.	0
OKLAHOMA	47	16	28	4	1	22	0	0
OREGON	111	15	19	3	1	10	0	5
PENNSYLVANIA	378	52	139	4	46	0	56	1
PUERTO RICO	39	142	33	0	0	29	0	4
RHODE ISLAND	15	9	12	1	1	0	2	0
SOUTH CAROLINA	89	32	47	0	0	22	0	0
SOUTH DAKOTA	10	12	0	0	0	3	0	0
TENNESSEE	276	62	43	26	0	32	6	0
TEXAS	162	342	185	14	0	4	0	5
UTAH	389	203	75	1	0	0	0	4
VERMONT	20	1	1	0	0	0	0	0
VIRGINIA	137	34	11	0	1	17	0	1
WASHINGTON	65	337	22	0	0	0	0	0
WEST VIRGINIA	58	3	4	0	1	0	18	1
WISCONSIN	58	14	14	1	0	11	1	0
WYOMING	22	11	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	4,706	2,888	2,789	357	143	715	91	54
50 STATES, D.C. & P.R.	4,706	2,888	2,789	356	143	715	91	54

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

VISUAL IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	52.79	17.26	5.08	10.66	0.00	14.21	0.00	0.00
ALASKA	60.71	28.57	10.71	0.00	0.00	0.00	0.00	0.00
ARIZONA	22.75	51.18	8.53	1.42	0.47	15.64	0.00	0.00
ARKANSAS	16.90	25.35	14.08	0.00	1.41	42.25	0.00	0.00
CALIFORNIA	23.50	10.35	58.13	6.77	0.86	0.39	0.00	0.00
COLORADO	67.39	19.57	3.62	0.00	0.00	8.70	0.72	0.00
CONNECTICUT	40.28	6.48	32.87	12.04	6.02	0.46	0.00	1.85
DELAWARE	81.08	2.70	10.81	2.70	0.00	0.00	2.70	0.00
DISTRICT OF COLUMBIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	42.48	21.36	29.37	1.94	0.00	4.85	0.00	0.00
GEORGIA	3.08	65.64	11.01	0.88	0.00	18.94	0.44	0.00
HAWAII	64.86	8.11	24.32	2.70	0.00	0.00	0.00	0.00
IDAHO	58.62	24.14	6.90	0.00	0.00	6.90	0.00	3.45
ILLINOIS	24.36	23.09	44.07	2.75	1.06	4.66	0.00	0.00
INDIANA	12.60	37.40	18.29	0.00	0.00	31.71	0.00	0.00
IOWA	46.51	30.23	4.65	0.00	0.00	17.44	1.16	0.00
KANSAS	48.84	22.48	6.20	6.98	0.00	14.73	0.00	0.78
KENTUCKY	57.14	17.23	6.30	0.84	0.00	18.07	0.00	0.42
LOUISIANA	37.77	18.09	36.70	0.53	0.00	6.91	0.00	0.00
MAINE	65.91	27.27	2.27	0.00	0.00	0.00	0.00	4.55
MARYLAND	46.70	12.78	15.42	8.37	0.00	16.74	0.00	0.00
MASSACHUSETTS	65.16	13.03	18.80	0.75	1.75	0.25	0.00	0.25
MICHIGAN	55.65	13.69	26.19	3.87	.	0.00	0.00	0.60
MINNESOTA	35.93	51.50	12.57	0.00	.	.	.	0.00
MISSISSIPPI	8.79	28.57	32.97	3.30	0.00	26.37	0.00	0.00
MISSOURI	49.54	16.51	18.35	5.96	0.00	7.80	0.92	0.92
MONTANA	19.77	8.14	55.81	6.98	0.00	8.14	0.00	1.16
NEBRASKA	50.98	18.63	23.53	1.96	0.00	4.90	0.00	0.00
NEVADA	11.36	18.18	70.45	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	14.58	4.17	0.00	79.17	0.00	0.00	2.08	0.00
NEW JERSEY	60.71	19.90	12.76	2.55	3.57	0.00	0.51	0.00
NEW MEXICO	51.67	11.67	23.33	0.00	0.00	13.33	0.00	0.00
NEW YORK	33.05	27.32	24.45	2.02	7.25	3.37	0.00	2.53
NORTH CAROLINA	27.31	46.49	9.23	0.37	0.00	15.50	0.00	1.11
NORTH DAKOTA	62.50	0.00	17.50	7.50	0.00	12.50	0.00	0.00
OHIO	42.54	6.11	39.61	2.44	0.98	8.31	.	0.00
OKLAHOMA	39.83	13.56	23.73	3.39	0.85	18.64	0.00	0.00
OREGON	67.68	9.15	11.59	1.83	0.61	6.10	0.00	3.05
PENNSYLVANIA	55.92	7.69	20.56	0.59	6.80	0.00	8.28	0.15
PUERTO RICO	15.79	57.49	13.36	0.00	0.00	11.74	0.00	1.62
RHODE ISLAND	37.50	22.50	30.00	2.50	2.50	0.00	5.00	0.00
SOUTH CAROLINA	46.84	16.84	24.74	0.00	0.00	11.58	0.00	0.00
SOUTH DAKOTA	40.00	48.00	0.00	0.00	0.00	12.00	0.00	0.00
TENNESSEE	62.02	13.93	9.66	5.84	0.00	7.19	1.35	0.00
TEXAS	22.75	48.03	25.98	1.97	0.00	0.56	0.00	0.70
UTAH	57.89	30.21	11.16	0.15	0.00	0.00	0.00	0.60
VERMONT	86.96	4.35	4.35	0.00	4.35	0.00	0.00	0.00
VIRGINIA	68.50	17.00	5.50	0.00	0.00	8.50	0.00	0.50
WASHINGTON	15.29	79.29	5.18	0.00	0.24	0.00	0.00	0.00
WEST VIRGINIA	69.05	3.57	4.76	0.00	0.00	0.00	21.43	1.19
WISCONSIN	58.59	14.14	14.14	1.01	0.00	11.11	1.01	0.00
WYOMING	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	40.07	24.59	23.75	3.04	1.22	6.09	0.77	0.46
50 STATES, D.C. & P.R.	40.08	24.60	23.75	3.03	1.22	6.09	0.77	0.46

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

DEAF-BLINDNESS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	3	0	0	0	0	0
ALASKA	0	0	1	0	0	0	0	0
ARIZONA	0	0	6	0	0	4	0	0
ARKANSAS	0	0	1	0	0	1	0	0
CALIFORNIA	0	2	35	4	0	15	0	0
COLORADO	0	0	15	10	0	1	0	0
CONNECTICUT	8	0	1	1	1	0	2	1
DELAWARE	0	0	2	3	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	3	0	0	0	0
FLORIDA	1	0	3	1	0	1	0	0
GEORGIA	0	5	0	0	0	6	0	0
HAWAII	0	0	0	0	0	0	0	1
IDAHO	0	0	2	0	0	0	0	0
ILLINOIS	1	1	9	1	0	4	0	0
INDIANA	0	0	26	0	0	3	0	0
IOWA	0	0	5	0	0	14	0	0
KANSAS	3	0	13	0	0	2	0	0
KENTUCKY	1	83	3	0	0	1	0	0
LOUISIANA	0	0	1	3	0	2	0	0
MAINE	1	4	3	0	0	2	2	0
MARYLAND	3	0	1	8	0	12	0	1
MASSACHUSETTS	43	9	13	1	1	0	0	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	1	2	2	.	.	.	0
MISSISSIPPI	0	0	2	1	0	1	0	0
MISSOURI	0	0	62	6	0	2	0	2
MONTANA	0	3	0	0	0	0	0	0
NEBRASKA	1	0	1	0	0	0	0	0
NEVADA	0	1	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	3	1	0	1	0
NEW JERSEY	5	0	0	13	3	57	1	0
NEW MEXICO	0	0	2	0	0	3	0	0
NEW YORK	3	3	4	17	0	0	0	0
NORTH CAROLINA	1	0	1	1	0	8	0	0
NORTH DAKOTA	0	1	0	0	0	3	1	1
OHIO	1	0	0	1	0	0	.	0
OKLAHOMA	1	2	13	4	0	1	0	1
OREGON	0	0	7	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	1	5	6	11	1	0	0	0
RHODE ISLAND	0	0	1	1	1	0	0	0
SOUTH CAROLINA	0	0	1	1	0	0	0	0
SOUTH DAKOTA	1	0	0	1	0	8	4	0
TENNESSEE	0	1	3	2	0	0	0	0
TEXAS	0	0	3	3	0	1	0	0
UTAH	1	1	59	13	0	6	0	0
VERMONT	1	0	0	0	0	0	1	0
VIRGINIA	0	1	3	0	0	1	0	0
WASHINGTON	3	2	6	0	0	0	0	0
WEST VIRGINIA	2	0	0	0	0	0	4	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	3	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	82	125	319	118	8	159	16	7
50 STATES, D.C. & P.R.	82	125	319	115	8	159	16	7

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	60.00	0.00	0.00	40.00	0.00	0.00
ARKANSAS	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
CALIFORNIA	0.00	3.57	62.50	7.14	0.00	26.79	0.00	0.00
COLORADO	0.00	0.00	57.69	38.46	0.00	3.85	0.00	0.00
CONNECTICUT	57.14	0.00	7.14	7.14	7.14	0.00	14.29	7.14
DELAWARE	0.00	0.00	40.00	60.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	16.67	0.00	50.00	16.67	0.00	16.67	0.00	0.00
GEORGIA	0.00	45.45	0.00	0.00	0.00	54.55	0.00	0.00
HAWAII	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
IDAHO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	6.25	6.25	56.25	6.25	0.00	25.00	0.00	0.00
INDIANA	0.00	0.00	89.66	0.00	0.00	10.34	0.00	0.00
IOWA	0.00	0.00	26.32	0.00	0.00	73.68	0.00	0.00
KANSAS	16.67	0.00	72.22	0.00	0.00	11.11	0.00	0.00
KENTUCKY	1.14	94.32	3.41	0.00	0.00	1.14	0.00	0.00
LOUISIANA	0.00	0.00	16.67	50.00	0.00	33.33	0.00	0.00
MAINE	8.33	33.33	25.00	0.00	0.00	16.67	16.67	0.00
MARYLAND	12.00	0.00	4.00	32.00	0.00	48.00	0.00	4.00
MASSACHUSETTS	64.18	13.43	19.40	1.49	1.49	0.00	0.00	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	20.00	40.00	40.00	.	.	.	0.00
MISSISSIPPI	0.00	0.00	50.00	25.00	0.00	25.00	0.00	0.00
MISSOURI	0.00	0.00	86.11	8.33	0.00	2.78	0.00	2.78
MONTANA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	60.00	20.00	0.00	20.00	0.00
NEW JERSEY	6.33	0.00	0.00	16.46	3.80	72.15	1.27	0.00
NEW MEXICO	0.00	0.00	40.00	0.00	0.00	60.00	0.00	0.00
NEW YORK	11.11	11.11	14.81	62.96	0.00	0.00	0.00	0.00
NORTH CAROLINA	9.09	0.00	9.09	9.09	0.00	72.73	0.00	0.00
NORTH DAKOTA	0.00	16.67	0.00	0.00	0.00	50.00	16.67	16.67
OHIO	50.00	0.00	0.00	50.00	0.00	0.00	.	0.00
OKLAHOMA	4.55	9.09	59.09	18.18	0.00	4.55	0.00	4.55
OREGON	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	4.17	20.83	25.00	45.83	4.17	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	33.33	33.33	33.33	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	7.14	0.00	0.00	7.14	0.00	57.14	28.57	0.00
TENNESSEE	0.00	16.67	50.00	33.33	0.00	0.00	0.00	0.00
TEXAS	0.00	0.00	42.86	42.86	0.00	14.29	0.00	0.00
UTAH	1.25	1.25	73.75	16.25	0.00	7.50	0.00	0.00
VERMONT	50.00	0.00	0.00	0.00	0.00	0.00	50.00	0.00
VIRGINIA	0.00	20.00	60.00	0.00	0.00	20.00	0.00	0.00
WASHINGTON	27.27	18.18	54.55	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	33.33	0.00	0.00	0.00	0.00	0.00	66.67	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9.83	14.99	38.25	14.15	0.96	19.06	1.92	0.84
50 STATES, D.C. & P.R.	9.87	15.04	38.39	13.84	0.96	19.13	1.93	0.84

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	11,926	13,300	12,816	438	14	312	94	185
ALASKA	892	3,383	1,103	1	1	0	0	1
ARIZONA	1,900	13,874	4,938	586	221	216	53	115
ARKANSAS	5,956	10,741	2,967	168	231	214	151	85
CALIFORNIA	18,875	85,604	50,313	5,892	3,770	1,098	0	0
COLORADO	3,966	12,918	3,842	242	16	228	261	217
CONNECTICUT	11,650	6,417	5,034	1,043	1,181	187	704	424
DELAWARE	943	2,539	810	387	9	37	28	86
DISTRICT OF COLUMBIA	137	1,284	569	269	145	0	233	46
FLORIDA	14,713	29,002	29,244	4,235	103	371	283	1,416
GEORGIA	426	22,617	12,987	491	8	520	30	33
HAWAII	1,445	2,287	1,591	56	20	5	94	49
IDAHO	2,811	2,249	843	69	4	93	4	82
ILLINOIS	6,366	38,215	33,317	4,283	2,590	1,611	630	531
INDIANA	3,498	19,532	14,572	619	0	408	34	20
IOWA	950	17,947	2,021	504	0	371	53	107
KANSAS	3,057	6,418	3,778	492	0	706	192	96
KENTUCKY	2,970	17,453	5,578	556	46	345	11	198
LOUISIANA	6,277	6,892	12,270	787	17	722	86	176
MAINE	4,233	4,410	1,509	180	143	28	146	63
MARYLAND	11,109	7,633	12,012	1,962	559	426	258	124
MASSACHUSETTS	33,119	11,291	9,758	1,825	2,317	240	442	462
MICHIGAN	21,891	20,989	15,652	4,062	.	296	269	92
MINNESOTA	4,294	19,961	5,123	1,697	.	.	.	173
MISSISSIPPI	3,780	12,110	4,694	141	3	194	14	139
MISSOURI	13,492	22,900	11,695	3,113	454	350	130	696
MONTANA	1,988	2,007	1,151	55	0	63	25	45
NEBRASKA	5,394	3,303	1,617	168	36	200	12	102
NEVADA	981	4,115	803	232	0	1	4	106
NEW HAMPSHIRE	4,209	1,821	1,451	155	263	49	198	10
NEW JERSEY	9,417	20,159	24,805	4,375	4,532	316	45	512
NEW MEXICO	6,244	5,382	2,362	19	0	157	0	22
NEW YORK	3,264	53,314	60,596	10,578	3,969	866	452	1,504
NORTH CAROLINA	13,828	17,613	9,456	1,199	51	676	171	266
NORTH DAKOTA	3,068	679	587	10	3	47	42	16
OHIO	17,167	23,444	28,319	4,530	1,538	684	.	1,341
OKLAHOMA	8,020	9,965	5,016	295	20	289	36	87
OREGON	9,517	6,345	2,173	95	316	170	78	135
PENNSYLVANIA	16,054	32,430	26,440	2,811	1,780	427	560	96
PUERTO RICO	418	8,030	5,406	1,117	450	121	42	537
RHODE ISLAND	3,639	1,650	2,161	115	232	0	136	95
SOUTH CAROLINA	3,717	14,181	7,740	510	91	341	24	55
SOUTH DAKOTA	421	3,549	241	48	43	97	154	9
TENNESSEE	11,838	15,738	9,400	486	318	397	20	727
TEXAS	9,175	72,821	35,985	2,587	146	182	591	4,189
UTAH	4,355	7,929	2,794	416	9	56	1	146
VERMONT	3,536	369	474	63	66	19	102	29
VIRGINIA	11,619	15,013	11,831	512	323	305	325	108
WASHINGTON	7,709	12,247	4,536	357	134	14	8	40
WEST VIRGINIA	4,723	8,396	4,521	227	1	120	102	24
WISCONSIN	7,647	15,698	7,435	562	9	243	2	111
WYOMING	1,933	1,559	111	34	1	105	25	10
AMERICAN SAMOA	16	60	4	18	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	30	39	29	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	360,603	769,822	516,480	65,672	26,183	14,923	7,355	15,938
50 STATES, D.C. & P.R.	360,557	769,723	516,447	65,654	26,183	14,923	7,355	15,938

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	30.51	34.03	32.79	1.12	0.04	0.80	0.24	0.47
ALASKA	16.58	62.87	20.50	0.02	0.02	0.00	0.00	0.02
ARIZONA	8.67	63.34	22.54	2.68	1.01	0.99	0.24	0.53
ARKANSAS	29.04	52.36	14.46	0.82	1.13	1.04	0.74	0.41
CALIFORNIA	11.40	51.71	30.39	3.56	2.28	0.66	0.00	0.00
COLORADO	18.28	59.56	17.71	1.12	0.07	1.05	1.20	1.00
CONNECTICUT	43.73	24.09	18.90	3.92	4.43	0.70	2.64	1.59
DELAWARE	19.49	52.47	16.74	8.00	0.19	0.76	0.58	1.78
DISTRICT OF COLUMBIA	5.11	47.86	21.21	10.03	5.40	0.00	8.68	1.71
FLORIDA	18.54	36.54	36.85	5.34	0.13	0.47	0.36	1.78
GEORGIA	1.15	60.94	34.99	1.32	0.02	1.40	0.08	0.09
HAWAII	26.05	41.23	28.68	1.01	0.36	0.09	1.69	0.88
IDAHO	45.67	36.54	13.70	1.12	0.06	1.51	0.06	1.33
ILLINOIS	7.27	43.65	38.06	4.89	2.96	1.84	0.72	0.61
INDIANA	9.04	50.49	37.67	1.60	0.00	1.05	0.09	0.05
IOWA	4.33	81.75	9.21	2.30	0.00	1.69	0.24	0.49
KANSAS	20.74	43.54	25.63	3.34	0.00	4.79	1.30	0.65
KENTUCKY	10.94	64.27	20.54	2.05	0.17	1.27	0.04	0.73
LOUISIANA	23.05	25.31	45.07	2.89	0.06	2.65	0.32	0.65
MAINE	39.52	41.17	14.09	1.68	1.33	0.26	1.36	0.59
MARYLAND	32.59	22.40	35.24	5.76	1.64	1.25	0.76	0.36
MASSACHUSETTS	55.71	18.99	16.41	3.07	3.90	0.40	0.74	0.78
MICHIGAN	34.61	33.18	24.75	6.42		0.47	0.43	0.15
MINNESOTA	13.74	63.88	16.39	5.43	.	.	.	0.55
MISSISSIPPI	17.94	57.46	22.27	0.67	0.01	0.92	0.07	0.66
MISSOURI	25.54	43.35	22.14	5.89	0.86	0.66	0.25	1.32
MONTANA	37.27	37.63	21.58	1.03	0.00	1.18	0.47	0.84
NEBRASKA	49.80	30.49	14.93	1.55	0.33	1.85	0.11	0.94
NEVADA	15.72	65.92	12.86	3.72	0.00	0.02	0.06	1.70
NEW HAMPSHIRE	51.61	22.33	17.79	1.90	3.22	0.60	2.43	0.12
NEW JERSEY	14.68	31.42	38.66	6.82	7.06	0.49	0.07	0.80
NEW MEXICO	44.02	37.94	16.65	0.13	0.00	1.11	0.00	0.16
NEW YORK	2.43	39.63	45.04	7.86	2.95	0.64	0.34	1.12
NORTH CAROLINA	31.96	40.71	21.86	2.77	0.12	1.56	0.40	0.61
NORTH DAKOTA	68.91	15.25	13.19	0.22	0.07	1.06	0.94	0.36
OHIO	22.29	30.44	36.77	5.88	2.00	0.89	.	1.74
OKLAHOMA	33.80	42.00	21.14	1.24	0.08	1.22	0.15	0.37
OREGON	50.54	33.70	11.54	0.50	1.68	0.90	0.41	0.72
PENNSYLVANIA	19.92	40.24	32.80	3.49	2.21	0.53	0.69	0.12
PUERTO RICO	2.59	49.81	33.53	6.93	2.79	0.75	0.26	3.33
RHODE ISLAND	45.33	20.55	26.92	1.43	2.89	0.00	1.69	1.18
SOUTH CAROLINA	13.94	53.19	29.03	1.91	0.34	1.28	0.09	0.21
SOUTH DAKOTA	9.23	77.79	5.28	1.05	0.94	2.13	3.38	0.20
TENNESSEE	30.41	40.43	24.15	1.25	0.82	1.02	0.05	1.87
TEXAS	7.30	57.94	28.63	2.06	0.12	0.14	0.47	3.33
UTAH	27.73	50.48	17.79	2.65	0.06	0.36	0.01	0.93
VERMONT	75.91	7.92	10.18	1.35	1.42	0.41	2.19	0.62
VIRGINIA	29.02	37.50	29.55	1.28	0.81	0.76	0.81	0.27
WASHINGTON	30.78	48.90	18.11	1.43	0.54	0.06	0.03	0.16
WEST VIRGINIA	26.07	46.35	24.96	1.25	0.01	0.66	0.56	0.13
WISCONSIN	24.12	49.51	23.45	1.77	0.03	0.77	0.01	0.35
WYOMING	51.16	41.27	2.94	0.90	0.03	2.78	0.66	0.26
AMERICAN SAMOA	16.33	61.22	4.08	18.37	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	30.61	39.80	29.59	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	20.29	43.32	29.07	3.70	1.47	0.84	0.41	0.90
50 STATES, D.C. & P.R.	20.29	43.32	29.07	3.70	1.47	0.84	0.41	0.90

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	7,451	8,886	1,195	4	0	0	0	17
ALASKA	646	2,787	622	0	1	0	0	1
ARIZONA	1,198	11,308	2,481	89	14	0	0	27
ARKANSAS	4,819	7,578	838	9	19	0	31	11
CALIFORNIA	3,025	82,784	32,108	3,761	662	12	0	0
COLORADO	2,103	9,232	758	9	0	32	11	4
CONNECTICUT	8,443	4,363	2,319	170	184	20	49	31
DELAWARE	630	1,857	432	75	3	5	4	21
DISTRICT OF COLUMBIA	74	1,109	221	99	56	0	0	1
FLORIDA	7,051	22,653	13,659	334	1	17	0	20
GEORGIA	127	11,417	2,430	0	1	0	0	3
HAWAII	1,090	1,951	703	1	0	0	2	25
IDAHO	2,064	1,612	198	5	0	35	0	2
ILLINOIS	1,783	34,127	16,508	198	114	20	9	21
INDIANA	866	17,539	4,248	3	0	12	0	0
IOWA	77	12,372	270	1	0	36	0	4
KANSAS	1,901	4,797	552	9	0	27	0	6
KENTUCKY	1,070	10,292	1,285	66	0	35	0	21
LOUISIANA	3,562	5,912	6,351	38	4	65	7	64
MAINE	2,540	2,845	308	8	3	0	4	1
MARYLAND	8,067	6,435	8,011	148	68	4	8	32
MASSACHUSETTS	11,691	3,986	3,444	644	818	85	156	163
MICHIGAN	13,750	15,420	7,683	141	.	8	9	21
MINNESOTA	2,772	12,604	990	90	.	.	.	6
MISSISSIPPI	2,391	9,912	1,132	0	0	0	1	20
MISSOURI	7,968	17,724	4,036	460	50	6	4	56
MONTANA	1,517	1,758	458	1	0	0	2	28
NEBRASKA	3,679	2,146	352	7	2	36	1	24
NEVADA	573	3,599	361	24	0	0	0	7
NEW HAMPSHIRE	3,213	1,377	869	10	59	9	63	2
NEW JERSEY	5,208	17,812	19,649	917	752	15	6	105
NEW MEXICO	4,215	3,293	453	0	0	0	0	1
NEW YORK	672	46,351	38,545	1,429	216	209	0	238
NORTH CAROLINA	9,241	11,613	2,534	7	0	5	0	34
NORTH DAKOTA	2,509	428	37	1	0	2	4	1
OHIO	12,878	20,663	5,425	90	791	173	.	18
OKLAHOMA	6,393	7,675	1,133	13	5	21	1	32
OREGON	7,148	5,095	512	9	79	8	7	21
PENNSYLVANIA	9,765	24,922	10,873	251	439	17	39	8
PUERTO RICO	103	4,132	782	112	60	9	3	13
RHODE ISLAND	3,133	1,404	1,485	61	27	0	14	11
SOUTH CAROLINA	1,597	9,438	2,759	6	28	20	4	9
SOUTH DAKOTA	310	2,707	17	4	1	4	3	1
TENNESSEE	9,439	12,486	4,269	114	62	9	0	25
TEXAS	7,071	59,978	20,187	312	1	4	58	296
UTAH	2,165	4,643	792	24	0	0	0	11
VERMONT	2,233	199	78	6	35	1	21	4
VIRGINIA	9,205	11,180	5,785	57	56	2	27	23
WASHINGTON	5,561	9,137	1,412	70	14	1	2	9
WEST VIRGINIA	3,315	6,324	1,449	0	0	27	0	2
WISCONSIN	3,965	8,873	1,129	14	2	0	0	13
WYOMING	1,522	1,254	83	3	0	16	2	2
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	18	30	18	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	213,807	600,019	234,228	9,904	4,627	1,007	552	1,516
50 STATES, D.C. & P.R.	213,789	599,989	234,210	9,904	4,627	1,007	552	1,516

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	42.45	50.62	6.81	0.02	0.00	0.00	0.00	0.10
ALASKA	15.92	68.70	15.33	0.00	0.02	0.00	0.00	0.02
ARIZONA	7.92	74.80	16.41	0.59	0.09	0.00	0.00	0.18
ARKANSAS	36.22	56.96	6.30	0.07	0.14	0.00	0.23	0.08
CALIFORNIA	2.47	67.66	26.24	3.07	0.54	0.01	0.00	0.00
COLORADO	17.31	75.99	6.24	0.07	0.00	0.26	0.09	0.03
CONNECTICUT	54.19	28.01	14.89	1.09	1.18	0.13	0.31	0.20
DELAWARE	20.81	61.35	14.27	2.48	0.10	0.17	0.13	0.69
DISTRICT OF COLUMBIA	4.74	71.09	14.17	6.35	3.59	0.00	0.00	0.06
FLORIDA	16.12	51.80	31.23	0.76	0.00	0.04	0.00	0.05
GEORGIA	0.91	81.68	17.38	0.00	0.01	0.00	0.00	0.02
HAWAII	28.90	51.72	18.64	0.03	0.00	0.00	0.05	0.66
IDAHO	52.71	41.16	5.06	0.13	0.00	0.89	0.00	0.05
ILLINOIS	3.38	64.66	31.28	0.38	0.22	0.04	0.02	0.04
INDIANA	3.82	77.37	18.74	0.01	0.00	0.05	0.00	0.00
IOWA	0.60	96.96	2.12	0.01	0.00	0.28	0.00	0.03
KANSAS	26.07	65.78	7.57	0.12	0.00	0.37	0.00	0.08
KENTUCKY	8.38	80.60	10.06	0.52	0.00	0.27	0.00	0.16
LOUISIANA	22.26	36.94	39.69	0.24	0.02	0.41	0.04	0.40
MAINE	44.49	49.83	5.39	0.14	0.05	0.00	0.07	0.02
MARYLAND	35.42	28.26	35.18	0.65	0.30	0.02	0.04	0.14
MASSACHUSETTS	55.71	18.99	16.41	3.07	3.90	0.41	0.74	0.78
MICHIGAN	37.13	41.64	20.75	0.38	.	0.02	0.02	0.06
MINNESOTA	16.84	76.56	6.01	0.55	.	.	.	0.04
MISSISSIPPI	17.77	73.66	8.41	0.00	0.00	0.00	0.01	0.15
MISSOURI	26.29	58.49	13.32	1.52	0.16	0.02	0.01	0.18
MONTANA	40.30	46.71	12.17	0.03	0.00	0.00	0.05	0.74
NEBRASKA	58.89	34.35	5.63	0.11	0.03	0.58	0.02	0.38
NEVADA	12.55	78.86	7.91	0.53	0.00	0.00	0.00	0.15
NEW HAMPSHIRE	57.35	24.58	15.51	0.18	1.05	0.16	1.12	0.04
NEW JERSEY	11.71	40.06	44.19	2.06	1.69	0.03	0.01	0.24
NEW MEXICO	52.94	41.36	5.69	0.00	0.00	0.00	0.00	0.01
NEW YORK	0.77	52.88	43.97	1.63	0.25	0.24	0.00	0.27
NORTH CAROLINA	39.43	49.56	10.81	0.03	0.00	0.02	0.00	0.15
NORTH DAKOTA	84.14	14.35	1.24	0.03	0.00	0.07	0.13	0.03
OHIO	32.16	51.61	13.55	0.22	1.98	0.43	.	0.04
OKLAHOMA	41.86	50.25	7.42	0.09	0.03	0.14	0.01	0.21
OREGON	55.50	39.56	3.98	0.07	0.61	0.06	0.05	0.16
PENNSYLVANIA	21.08	53.81	23.48	0.54	0.95	0.04	0.08	0.02
PUERTO RICO	1.98	79.25	15.00	2.15	1.15	0.17	0.06	0.25
RHODE ISLAND	51.07	22.89	24.21	0.99	0.44	0.00	0.23	0.18
SOUTH CAROLINA	11.52	68.09	19.90	0.04	0.20	0.14	0.03	0.06
SOUTH DAKOTA	10.17	88.84	0.56	0.13	0.03	0.13	0.10	0.03
TENNESSEE	35.75	47.29	16.17	0.43	0.23	0.03	0.00	0.09
TEXAS	8.04	68.23	22.96	0.35	0.00	0.00	0.07	0.34
UTAH	28.36	60.81	10.37	0.31	0.00	0.00	0.00	0.14
VERMONT	86.65	7.72	3.03	0.23	1.36	0.08	0.81	0.16
VIRGINIA	34.95	42.45	21.97	0.22	0.21	0.01	0.18	0.09
WASHINGTON	34.31	56.38	8.71	0.43	0.09	0.01	0.01	0.06
WEST VIRGINIA	29.82	56.89	13.03	0.00	0.00	0.24	0.00	0.02
WISCONSIN	28.33	63.40	8.07	0.10	0.01	0.00	0.00	0.09
WYOMING	52.81	43.51	2.88	0.10	0.00	0.56	0.07	0.07
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	27.27	45.45	27.27	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	20.06	56.30	21.98	0.93	0.43	0.09	0.05	0.14
50 STATES, D.C. & P.R.	20.06	56.31	21.98	0.93	0.43	0.09	0.05	0.14

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,503	564	15	0	0	0	0	2
ALASKA	139	234	21	0	0	0	0	0
ARIZONA	490	1,247	29	6	0	0	0	0
ARKANSAS	380	80	39	2	0	0	1	0
CALIFORNIA	10,113	970	1,644	192	24	0	0	0
COLORADO	605	427	80	0	0	0	1	0
CONNECTICUT	771	216	111	8	10	0	3	2
DELAWARE	103	4	1	44	0	0	0	0
DISTRICT OF COLUMBIA	51	2	17	1	0	0	0	0
FLORIDA	6,081	1,622	155	14	0	0	0	4
GEORGIA	75	1,921	57	0	0	0	0	0
HAWAII	153	7	12	0	0	0	0	0
IDAHO	371	154	27	0	3	9	0	0
ILLINOIS	3,859	151	251	9	5	1	2	2
INDIANA	2,224	0	0	0	0	46	0	0
IOWA	563	40	0	0	0	0	0	0
KANSAS	499	457	1	17	0	173	0	1
KENTUCKY	937	376	12	3	0	3	0	0
LOUISIANA	2,130	89	225	1	0	6	2	5
MAINE	558	146	34	1	0	2	0	0
MARYLAND	2,070	447	1,117	50	6	0	1	5
MASSACHUSETTS	7,617	2,597	2,244	420	533	56	102	106
MICHIGAN	2,696	240	132	4	.	0	2	5
MINNESOTA	296	1,057	31	4	.	.	.	1
MISSISSIPPI	1,239	354	89	5	0	0	0	3
MISSOURI	3,628	784	164	100	18	0	0	14
MONTANA	207	8	7	0	0	2	0	0
NEBRASKA	651	26	8	1	0	1	0	4
NEVADA	260	7	29	1	0	0	0	0
NEW HAMPSHIRE	266	134	129	7	5	1	3	0
NEW JERSEY	3,496	154	375	8	117	0	0	0
NEW MEXICO	1,266	1,194	358	0	0	0	0	5
NEW YORK	1,417	784	1,299	92	8	2	0	4
NORTH CAROLINA	1,444	128	29	11	0	0	0	8
NORTH DAKOTA	341	16	3	0	0	0	0	0
OHIO	2,854	0	0	0	686	45	.	0
OKLAHOMA	878	30	1	1	0	0	1	0
OREGON	1,029	282	107	1	15	3	0	4
PENNSYLVANIA	3,998	443	11	10	1,038	0	0	0
PUERTO RICO	42	116	34	7	4	1	0	0
RHODE ISLAND	251	36	14	1	3	0	0	0
SOUTH CAROLINA	967	130	18	0	0	0	0	0
SOUTH DAKOTA	22	163	1	0	0	0	0	0
TENNESSEE	1,117	484	240	1	3	0	0	1
TEXAS	524	3,876	144	12	0	43	1	21
UTAH	807	197	41	0	0	9	0	0
VERMONT	494	31	36	1	9	0	3	1
VIRGINIA	1,054	601	0	1	0	0	0	1
WASHINGTON	721	30	6	0	1	0	0	0
WEST VIRGINIA	722	15	1	0	0	0	0	0
WISCONSIN	1,404	17	3	0	1	0	0	1
WYOMING	193	87	2	1	0	1	1	0
AMERICAN SAMOA	16	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	75,593	23,175	9,404	1,037	2,489	404	123	200
50 STATES, D.C. & P.R.	75,576	23,175	9,404	1,037	2,489	404	123	200

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	72.12	27.06	0.72	0.00	0.00	0.00	0.00	0.10
ALASKA	35.28	59.39	5.33	0.00	0.00	0.00	0.00	0.00
ARIZONA	27.65	70.37	1.64	0.34	0.00	0.00	0.00	0.00
ARKANSAS	75.70	15.94	7.77	0.40	0.00	0.00	0.20	0.00
CALIFORNIA	78.13	7.49	12.70	1.48	0.19	0.00	0.00	0.00
COLORADO	54.36	38.36	7.19	0.00	0.00	0.00	0.09	0.00
CONNECTICUT	68.78	19.27	9.90	0.71	0.89	0.00	0.27	0.18
DELAWARE	67.76	2.63	0.66	28.95	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	71.83	2.82	23.94	1.41	0.00	0.00	0.00	0.00
FLORIDA	77.21	20.59	1.97	0.18	0.00	0.00	0.00	0.05
GEORGIA	3.65	93.57	2.78	0.00	0.00	0.00	0.00	0.00
HAWAII	88.95	4.07	6.98	0.00	0.00	0.00	0.00	0.00
IDAHO	65.78	27.30	4.79	0.00	0.53	1.60	0.00	0.00
ILLINOIS	90.16	3.53	5.86	0.21	0.12	0.02	0.05	0.05
INDIANA	97.97	0.00	0.00	0.00	0.00	2.03	0.00	0.00
IOWA	93.37	6.63	0.00	0.00	0.00	0.00	0.00	0.00
KANSAS	43.47	39.81	0.09	1.48	0.00	15.07	0.00	0.09
KENTUCKY	70.40	28.25	0.90	0.23	0.00	0.23	0.00	0.00
LOUISIANA	86.66	3.62	9.15	0.04	0.00	0.24	0.08	0.20
MAINE	75.30	19.70	4.59	0.13	0.00	0.27	0.00	0.00
MARYLAND	56.01	12.09	30.22	1.35	0.16	0.00	0.03	0.14
MASSACHUSETTS	55.70	18.99	16.41	3.07	3.90	0.41	0.75	0.78
MICHIGAN	87.56	7.79	4.29	0.13	.	0.00	0.06	0.16
MINNESOTA	21.31	76.10	2.23	0.29	.	.	.	0.07
MISSISSIPPI	73.31	20.95	5.27	0.30	0.00	0.00	0.00	0.18
MISSOURI	77.06	16.65	3.48	2.12	0.38	0.00	0.00	0.30
MONTANA	92.41	3.57	3.13	0.00	0.00	0.89	0.00	0.00
NEBRASKA	94.21	3.76	1.16	0.14	0.00	0.14	0.00	0.58
NEVADA	87.54	2.36	9.76	0.34	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	48.81	24.59	23.67	1.28	0.92	0.18	0.55	0.00
NEW JERSEY	84.24	3.71	9.04	0.19	2.82	0.00	0.00	0.00
NEW MEXICO	44.85	42.30	12.68	0.00	0.00	0.00	0.00	0.18
NEW YORK	39.30	21.74	36.02	2.55	0.22	0.06	0.00	0.11
NORTH CAROLINA	89.14	7.90	1.79	0.68	0.00	0.00	0.00	0.49
NORTH DAKOTA	94.72	4.44	0.83	0.00	0.00	0.00	0.00	0.00
OHIO	79.61	0.00	0.00	0.00	19.14	1.26	.	0.00
OKLAHOMA	96.38	3.29	0.11	0.11	0.00	0.00	0.11	0.00
OREGON	71.41	19.57	7.43	0.07	1.04	0.21	0.00	0.28
PENNSYLVANIA	72.69	8.05	0.20	0.18	18.87	0.00	0.00	0.00
PUERTO RICO	20.59	56.86	16.67	3.43	1.96	0.49	0.00	0.00
RHODE ISLAND	82.30	11.80	4.59	0.33	0.98	0.00	0.00	0.00
SOUTH CAROLINA	86.73	11.66	1.61	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	11.83	87.63	0.54	0.00	0.00	0.00	0.00	0.00
TENNESSEE	60.51	26.22	13.00	0.05	0.16	0.00	0.00	0.05
TEXAS	11.34	83.88	3.12	0.26	0.00	0.93	0.02	0.45
UTAH	76.57	18.69	3.89	0.00	0.00	0.85	0.00	0.00
VERMONT	85.91	5.39	6.26	0.17	1.57	0.00	0.52	0.17
VIRGINIA	63.61	36.27	0.00	0.06	0.00	0.00	0.00	0.06
WASHINGTON	95.12	3.96	0.79	0.00	0.13	0.00	0.00	0.00
WEST VIRGINIA	97.83	2.03	0.14	0.00	0.00	0.00	0.00	0.00
WISCONSIN	98.46	1.19	0.21	0.00	0.07	0.00	0.00	0.07
WYOMING	67.72	30.53	0.70	0.35	0.00	0.35	0.35	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	67.24	20.61	8.36	0.92	2.21	0.36	0.11	0.18
50 STATES, D.C. & P.R.	67.23	20.62	8.37	0.92	2.21	0.36	0.11	0.18

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

MENTAL RETARDATION

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,162	3,006	10,481	286	4	12	0	22
ALASKA	9	51	148	0	0	0	0	0
ARIZONA	15	410	1,390	211	24	1	1	3
ARKANSAS	602	2,844	1,872	101	160	93	91	35
CALIFORNIA	290	195	7,788	912	130	330	0	0
COLORADO	29	300	1,060	20	12	1	2	1
CONNECTICUT	52	388	968	244	61	2	30	10
DELAWARE	13	232	116	124	0	1	11	6
DISTRICT OF COLUMBIA	5	128	191	81	12	0	7	1
FLORIDA	71	593	8,086	2,333	6	13	11	33
GEORGIA	30	3,186	7,787	127	5	175	6	8
HAWAII	8	135	412	23	5	0	2	2
IDAHO	184	356	529	20	0	20	0	20
ILLINOIS	24	372	8,669	1,127	604	100	260	7
INDIANA	27	1,014	8,194	385	0	12	3	8
IOWA	8	3,130	1,351	202	0	31	0	5
KANSAS	138	415	1,979	61	0	81	28	3
KENTUCKY	550	5,634	3,236	157	27	24	0	39
LOUISIANA	44	272	3,541	460	7	277	17	29
MAINE	96	501	541	19	32	0	0	7
MARYLAND	74	194	1,203	747	49	1	13	5
MASSACHUSETTS	7,021	2,394	2,069	387	491	51	94	98
MICHIGAN	444	1,289	4,402	1,944	.	6	2	4
MINNESOTA	113	1,685	2,428	146	.	.	.	8
MISSISSIPPI	39	1,591	3,063	86	1	62	3	30
MISSOURI	508	1,486	5,655	1,748	88	20	2	168
MONTANA	32	80	358	1	0	1	2	5
NEBRASKA	207	663	795	84	8	41	4	4
NEVADA	30	123	191	133	0	0	0	0
NEW HAMPSHIRE	117	54	225	4	39	1	16	2
NEW JERSEY	15	53	1,456	780	238	13	10	10
NEW MEXICO	23	297	555	3	0	10	0	4
NEW YORK	23	437	6,459	2,473	207	92	51	56
NORTH CAROLINA	622	3,896	4,461	742	38	5	123	48
NORTH DAKOTA	41	144	472	6	1	5	11	6
OHIO	464	2,047	18,730	607	45	247	.	34
OKLAHOMA	443	2,012	3,021	127	3	33	3	15
OREGON	64	341	1,003	6	2	19	1	8
PENNSYLVANIA	231	3,542	11,455	1,320	96	67	75	47
PUERTO RICO	99	3,245	4,059	877	159	64	7	128
RHODE ISLAND	3	13	340	1	64	0	5	4
SOUTH CAROLINA	465	2,878	3,569	376	49	125	3	21
SOUTH DAKOTA	9	473	145	2	15	8	23	0
TENNESSEE	296	2,126	3,517	166	90	97	8	11
TEXAS	217	1,355	7,521	811	16	22	72	53
UTAH	102	378	876	37	0	15	0	8
VERMONT	337	84	263	7	5	2	2	4
VIRGINIA	137	1,741	3,611	259	16	56	27	19
WASHINGTON	158	864	1,631	75	3	1	1	1
WEST VIRGINIA	181	1,467	2,470	177	0	27	0	13
WISCONSIN	90	798	1,664	126	1	1	0	6
WYOMING	63	58	17	7	0	40	4	1
AMERICAN SAMOA	0	59	0	12	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	5	3	6	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	16,030	61,032	166,029	21,170	2,813	2,305	1,031	1,060
50 STATES, D.C. & P.R.	16,025	60,970	166,023	21,158	2,813	2,305	1,031	1,060

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

MENTAL RETARDATION

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	7.76	20.08	70.00	1.91	0.03	0.08	0.00	0.15
ALASKA	4.33	24.52	71.15	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.73	19.95	67.64	10.27	1.17	0.05	0.05	0.15
ARKANSAS	10.38	49.05	32.29	1.74	2.76	1.60	1.57	0.60
CALIFORNIA	3.01	2.02	80.75	9.46	1.35	3.42	0.00	0.00
COLORADO	2.04	21.05	74.39	1.40	0.84	0.07	0.14	0.07
CONNECTICUT	2.96	22.11	55.16	13.90	3.48	0.11	1.71	0.57
DELAWARE	2.58	46.12	23.06	24.65	0.00	0.20	2.19	1.19
DISTRICT OF COLUMBIA	1.18	30.12	44.94	19.06	2.82	0.00	1.65	0.24
FLORIDA	0.64	5.32	72.55	20.93	0.05	0.12	0.10	0.30
GEORGIA	0.26	28.13	68.77	1.12	0.04	1.55	0.05	0.07
HAWAII	1.36	23.00	70.19	3.92	0.85	0.00	0.34	0.34
IDAHO	16.30	31.53	46.86	1.77	0.00	1.77	0.00	1.77
ILLINOIS	0.21	3.33	77.66	10.10	5.41	0.90	2.33	0.06
INDIANA	0.28	10.52	84.97	3.99	0.00	0.12	0.03	0.08
IOWA	0.17	66.22	28.58	4.27	0.00	0.66	0.00	0.11
KANSAS	5.10	15.34	73.16	2.26	0.00	2.99	1.04	0.11
KENTUCKY	5.69	58.28	33.47	1.62	0.28	0.25	0.00	0.40
LOUISIANA	0.95	5.85	76.20	9.90	0.15	5.96	0.37	0.62
MAINE	8.03	41.89	45.23	1.59	2.68	0.00	0.00	0.59
MARYLAND	3.24	8.49	52.62	32.68	2.14	0.04	0.57	0.22
MASSACHUSETTS	55.70	18.99	16.41	3.07	3.90	0.40	0.75	0.78
MICHIGAN	5.49	15.93	54.41	24.03	.	0.07	0.02	0.05
MINNESOTA	2.58	38.47	55.43	3.33	.	.	.	0.18
MISSISSIPPI	0.80	32.64	62.83	1.76	0.02	1.27	0.06	0.62
MISSOURI	5.25	15.36	58.45	18.07	0.91	0.21	0.02	1.74
MONTANA	6.68	16.70	74.74	0.21	0.00	0.21	0.42	1.04
NEBRASKA	11.46	36.71	44.02	4.65	0.44	2.27	0.22	0.22
NEVADA	6.29	25.79	40.04	27.88	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	25.55	11.79	49.13	0.87	8.52	0.22	3.49	0.44
NEW JERSEY	0.58	2.06	56.54	30.29	9.24	0.50	0.39	0.39
NEW MEXICO	2.58	33.30	62.22	0.34	0.00	1.12	0.00	0.45
NEW YORK	0.23	4.46	65.92	25.24	2.11	0.94	0.52	0.57
NORTH CAROLINA	6.26	39.21	44.90	7.47	0.38	0.05	1.24	0.48
NORTH DAKOTA	5.98	20.99	68.80	0.87	0.15	0.73	1.60	0.87
OHIO	2.09	9.23	84.47	2.74	0.20	1.11	.	0.15
OKLAHOMA	7.83	35.57	53.40	2.25	0.05	0.58	0.05	0.27
OREGON	4.43	23.61	69.46	0.42	0.14	1.32	0.07	0.55
PENNSYLVANIA	1.37	21.04	68.05	7.84	0.57	0.40	0.45	0.28
PUERTO RICO	1.15	37.57	46.99	10.15	1.84	0.74	0.08	1.48
RHODE ISLAND	0.70	3.02	79.07	0.23	14.88	0.00	1.16	0.93
SOUTH CAROLINA	6.21	38.45	47.68	5.02	0.65	1.67	0.04	0.28
SOUTH DAKOTA	1.33	70.07	21.48	0.30	2.22	1.19	3.41	0.00
TENNESSEE	4.69	33.69	55.73	2.63	1.43	1.54	0.13	0.17
TEXAS	2.16	13.46	74.71	8.06	0.16	0.22	0.72	0.53
UTAH	7.20	26.69	61.86	2.61	0.00	1.06	0.00	0.56
VERMONT	47.87	11.93	37.36	0.99	0.71	0.28	0.28	0.57
VIRGINIA	2.34	29.68	61.56	4.42	0.27	0.95	0.46	0.32
WASHINGTON	5.78	31.60	59.66	2.74	0.11	0.04	0.04	0.04
WEST VIRGINIA	4.18	33.84	56.98	4.08	0.00	0.62	0.00	0.30
WISCONSIN	3.35	29.71	61.95	4.69	0.04	0.04	0.00	0.22
WYOMING	33.16	30.53	8.95	3.68	0.00	21.05	2.11	0.53
AMERICAN SAMOA	0.00	83.10	0.00	16.90	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	35.71	21.43	42.86	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	5.90	22.48	61.16	7.80	1.04	0.85	0.38	0.39
50 STATES, D.C. & P.R.	5.90	22.47	61.18	7.80	1.04	0.85	0.38	0.39

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,384	653	658	61	6	117	93	52
ALASKA	58	168	168	0	0	0	0	0
ARIZONA	48	554	646	108	103	2	45	31
ARKANSAS	29	67	51	0	4	0	16	4
CALIFORNIA	255	486	3,144	368	2,637	229	0	0
COLORADO	834	2,395	1,193	117	4	120	241	187
CONNECTICUT	2,122	1,347	1,376	507	754	162	523	286
DELAWARE	135	374	202	77	6	25	11	54
DISTRICT OF COLUMBIA	2	25	131	38	37	0	214	44
FLORIDA	1,136	3,835	5,886	1,383	91	117	243	30
GEORGIA	136	5,563	2,354	251	0	260	20	3
HAWAII	86	121	267	8	1	5	90	8
IDAHO	62	59	63	26	1	24	4	19
ILLINOIS	328	3,075	6,513	2,599	1,775	1,256	336	38
INDIANA	275	690	1,598	199	0	59	26	7
IOWA	68	2,155	203	203	0	205	43	19
KANSAS	344	627	933	344	0	199	65	29
KENTUCKY	88	726	690	239	1	61	10	81
LOUISIANA	197	258	1,355	174	2	146	55	35
MAINE	825	719	420	138	100	0	130	32
MARYLAND	324	309	1,066	386	331	199	177	42
MASSACHUSETTS	4,537	1,547	1,337	250	317	33	61	63
MICHIGAN	3,733	3,303	2,596	1,190	.	193	256	23
MINNESOTA	755	3,897	1,456	1,410	.	.	.	146
MISSISSIPPI	6	33	87	0	2	1	8	10
MISSOURI	962	2,602	1,636	454	218	144	108	354
MONTANA	117	100	159	41	0	6	21	6
NEBRASKA	555	360	276	37	23	45	5	39
NEVADA	46	317	147	28	0	1	4	6
NEW HAMPSHIRE	467	214	173	6	128	37	94	4
NEW JERSEY	422	1,634	2,730	1,348	2,574	172	14	220
NEW MEXICO	520	469	728	14	0	38	0	5
NEW YORK	366	4,472	12,411	4,581	2,160	428	237	995
NORTH CAROLINA	1,427	1,406	1,811	292	6	318	2	109
NORTH DAKOTA	100	64	64	3	2	20	22	6
OHIO	305	475	1,808	1,867	4	85	.	157
OKLAHOMA	77	155	498	48	2	59	20	19
OREGON	493	409	360	70	196	51	69	66
PENNSYLVANIA	913	3,271	3,693	966	80	315	271	31
PUERTO RICO	17	90	187	42	6	1	1	33
RHODE ISLAND	202	150	267	4	111	0	107	8
SOUTH CAROLINA	403	1,443	1,069	85	11	25	17	20
SOUTH DAKOTA	31	117	35	10	14	10	56	0
TENNESSEE	308	308	499	95	111	152	1	57
TEXAS	668	4,948	5,949	923	112	52	269	1,937
UTAH	1,052	2,397	771	63	7	0	0	63
VERMONT	299	35	57	48	12	9	50	13
VIRGINIA	748	1,286	1,948	161	221	37	237	53
WASHINGTON	490	886	535	159	92	0	5	10
WEST VIRGINIA	337	520	468	43	0	32	8	7
WISCONSIN	1,386	3,144	1,857	193	3	20	0	47
WYOMING	63	101	4	13	1	21	17	4
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	1	0	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	30,542	64,359	74,534	21,671	12,266	5,491	4,302	5,512
50 STATES, D.C. & P.R.	30,541	64,359	74,533	21,670	12,266	5,491	4,302	5,512

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	45.77	21.59	21.76	2.02	0.20	3.87	3.08	1.72
ALASKA	14.72	42.64	42.64	0.00	0.00	0.00	0.00	0.00
ARIZONA	3.12	36.04	42.03	7.03	6.70	0.13	2.93	2.02
ARKANSAS	16.96	39.18	29.82	0.00	2.34	0.00	9.36	2.34
CALIFORNIA	3.58	6.83	44.16	5.17	37.04	3.22	0.00	0.00
COLORADO	16.38	47.04	23.43	2.30	0.08	2.36	4.73	3.67
CONNECTICUT	29.98	19.03	19.44	7.16	10.65	2.29	7.39	4.04
DELAWARE	15.27	42.31	22.85	8.71	0.68	2.83	1.24	6.11
DISTRICT OF COLUMBIA	0.41	5.09	26.68	7.74	7.54	0.00	43.58	8.96
FLORIDA	8.93	30.15	46.27	10.87	0.72	0.92	1.91	0.24
GEORGIA	1.58	64.78	27.41	2.92	0.00	3.03	0.23	0.03
HAWAII	14.68	20.65	45.56	1.37	0.17	0.85	15.36	1.37
IDAHO	24.03	22.87	24.42	10.08	0.39	9.30	1.55	7.36
ILLINOIS	2.06	19.32	40.91	16.33	11.15	7.89	2.11	0.24
INDIANA	9.64	24.18	55.99	6.97	0.00	2.07	0.91	0.25
IOWA	2.35	74.41	7.01	7.01	0.00	7.08	1.48	0.66
KANSAS	13.54	24.68	36.72	13.54	0.00	7.83	2.56	1.14
KENTUCKY	4.64	38.29	36.39	12.61	0.05	3.22	0.53	4.27
LOUISIANA	8.87	11.61	60.98	7.83	0.09	6.57	2.48	1.58
MAINE	34.90	30.41	17.77	5.84	4.23	0.00	5.50	1.35
MARYLAND	11.43	10.90	37.61	13.62	11.68	7.02	6.25	1.48
MASSACHUSETTS	55.70	18.99	16.41	3.07	3.89	0.41	0.75	0.77
MICHIGAN	33.05	29.25	22.99	10.54	.	1.71	2.27	0.20
MINNESOTA	9.85	50.85	19.00	18.40	.	.	.	1.91
MISSISSIPPI	4.08	22.45	59.18	0.00	1.36	0.68	5.44	6.80
MISSOURI	14.85	40.17	25.25	7.01	3.37	2.22	1.67	5.46
MONTANA	26.00	22.22	35.33	9.11	0.00	1.33	4.67	1.33
NEBRASKA	41.42	26.87	20.60	2.76	1.72	3.36	0.37	2.91
NEVADA	8.38	57.74	26.78	5.10	0.00	0.18	0.73	1.09
NEW HAMPSHIRE	41.59	19.06	15.41	0.53	11.40	3.29	8.37	0.36
NEW JERSEY	4.63	17.93	29.95	14.79	28.24	1.89	0.15	2.41
NEW MEXICO	29.31	26.44	41.04	0.79	0.00	2.14	0.00	0.28
NEW YORK	1.43	17.43	48.39	17.86	8.42	1.67	0.92	3.88
NORTH CAROLINA	26.57	26.18	33.72	5.44	0.11	5.92	0.04	2.03
NORTH DAKOTA	35.59	22.78	22.78	1.07	0.71	7.12	7.83	2.14
OHIO	6.49	10.10	38.46	39.71	0.09	1.81	.	3.34
OKLAHOMA	8.77	17.65	56.72	5.47	0.23	6.72	2.28	2.16
OREGON	28.76	23.86	21.00	4.08	11.44	2.98	4.03	3.85
PENNSYLVANIA	9.57	34.29	38.71	10.13	0.84	3.30	2.84	0.32
PUERTO RICO	4.51	23.87	49.60	11.14	1.59	0.27	0.27	8.75
RHODE ISLAND	23.79	17.67	31.45	0.47	13.07	0.00	12.60	0.94
SOUTH CAROLINA	13.11	46.96	34.79	2.77	0.36	0.81	0.55	0.65
SOUTH DAKOTA	11.36	42.86	12.82	3.66	5.13	3.66	20.51	0.00
TENNESSEE	20.12	20.12	32.59	6.21	7.25	9.93	0.07	3.72
TEXAS	4.50	33.30	40.04	6.21	0.75	0.35	1.81	13.04
UTAH	24.17	55.07	17.71	1.45	0.16	0.00	0.00	1.45
VERMONT	57.17	6.69	10.90	9.18	2.29	1.72	9.56	2.49
VIRGINIA	15.95	27.41	41.53	3.43	4.71	0.79	5.05	1.13
WASHINGTON	22.51	40.70	24.58	7.30	4.23	0.00	0.23	0.46
WEST VIRGINIA	23.82	36.75	33.07	3.04	0.00	2.26	0.57	0.49
WISCONSIN	20.84	47.28	27.92	2.90	0.05	0.30	0.00	0.71
WYOMING	28.13	45.09	1.79	5.80	0.45	9.38	7.59	1.79
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	13.97	29.43	34.08	9.91	5.61	2.51	1.97	2.52
50 STATES, D.C. & P.R.	13.97	29.43	34.08	9.91	5.61	2.51	1.97	2.52

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
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TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	127	75	101	9	0	116	0	1
ALASKA	13	29	24	1	0	0	0	0
ARIZONA	69	139	62	89	1	137	0	1
ARKANSAS	49	50	21	23	5	68	0	1
CALIFORNIA	,625	202	1,508	177	30	474	0	0
COLORADO	120	117	59	1	0	34	1	0
CONNECTICUT	72	37	40	19	62	1	34	2
DELAWARE	28	40	34	1	0	1	0	0
DISTRICT OF COLUMBIA	3	11	1	0	0	0	1	0
FLORIDA	99	85	580	16	0	166	0	3
GEORGIA	6	185	164	110	2	37	1	0
HAWAII	35	35	30	6	6	0	0	1
IDAHO	45	31	2	9	0	5	0	0
ILLINOIS	156	209	664	18	7	151	3	1
INDIANA	33	128	155	0	0	175	0	0
IOWA	94	103	62	0	0	61	0	0
KANSAS	58	64	131	12	0	122	8	1
KENTUCKY	54	85	60	6	0	142	0	1
LOUISIANA	91	101	163	27	4	129	0	1
MAINE	56	30	7	3	0	16	0	0
MARYLAND	215	52	99	10	0	144	2	1
MASSACHUSETTS	464	158	137	26	33	3	6	7
MICHIGAN	412	260	251	54	.	82	0	2
MINNESOTA	128	263	77	21	.	.	.	1
MISSISSIPPI	22	81	70	5	0	68	0	0
MISSOURI	168	110	60	179	0	124	8	6
MONTANA	19	11	8	0	0	43	0	0
NEBRASKA	94	32	32	11	0	42	0	1
NEVADA	8	10	35	0	0	0	0	0
NEW HAMPSHIRE	13	2	5	61	4	0	5	0
NEW JERSEY	33	121	126	260	50	1	1	0
NEW MEXICO	93	32	35	0	0	61	0	0
NEW YORK	251	285	333	186	476	49	5	8
NORTH CAROLINA	354	183	67	7	0	242	0	1
NORTH DAKOTA	35	14	8	0	0	16	0	0
OHIO	209	66	440	70	8	65	.	0
OKLAHOMA	73	50	75	17	4	42	6	0
OREGON	279	51	37	0	8	76	0	1
PENNSYLVANIA	742	166	218	12	102	4	86	0
PUERTO RICO	22	136	142	22	50	2	1	7
RHODE ISLAND	11	10	6	46	0	0	1	0
SOUTH CAROLINA	113	128	53	0	3	86	0	2
SOUTH DAKOTA	31	23	0	22	0	32	0	0
TENNESSEE	153	104	178	27	0	89	1	0
TEXAS	48	225	56	93	2	3	2	3
UTAH	141	85	7	0	1	15	0	1
VERMONT	64	1	5	0	3	5	20	0
VIRGINIA	162	106	120	2	2	128	6	1
WASHINGTON	129	198	91	13	8	11	0	0
WEST VIRGINIA	48	34	32	0	1	4	45	0
WISCONSIN	55	14	22	0	0	0	0	0
WYOMING	11	13	2	8	0	12	1	0
AMERICAN SAMOA	0	1	4	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	1	6	2	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	6,434	4,787	6,701	1,679	872	3,284	244	55
50 STATES, D.C. & P.R.	6,433	4,780	6,695	1,679	872	3,284	244	55

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	29.60	17.48	23.54	2.10	0.00	27.04	0.00	0.23
ALASKA	19.40	43.28	35.82	1.49	0.00	0.00	0.00	0.00
ARIZONA	13.86	27.91	12.45	17.87	0.20	27.51	0.00	0.20
ARKANSAS	22.58	23.04	9.68	10.60	2.30	31.34	0.00	0.46
CALIFORNIA	20.72	6.70	50.00	5.87	0.99	15.72	0.00	0.00
COLORADO	36.14	35.24	17.77	0.30	0.00	10.24	0.30	0.00
CONNECTICUT	26.97	13.86	14.98	7.12	23.22	0.37	12.73	0.75
DELAWARE	26.92	38.46	32.69	0.96	0.00	0.96	0.00	0.00
DISTRICT OF COLUMBIA	18.75	68.75	6.25	0.00	0.00	0.00	6.25	0.00
FLORIDA	10.43	8.96	61.12	1.69	0.00	17.49	0.00	0.32
GEORGIA	1.19	36.63	32.48	21.78	0.40	7.33	0.20	0.00
HAWAII	30.97	30.97	26.55	5.31	5.31	0.00	0.00	0.88
IDAHO	48.91	33.70	2.17	9.78	0.00	5.43	0.00	0.00
ILLINOIS	12.90	17.29	54.92	1.49	0.58	12.49	0.25	0.08
INDIANA	6.72	26.07	31.57	0.00	0.00	35.64	0.00	0.00
IOWA	29.37	32.19	19.37	0.00	0.00	19.06	0.00	0.00
KANSAS	14.65	16.16	33.08	3.03	0.00	30.81	2.02	0.25
KENTUCKY	15.52	24.43	17.24	1.72	0.00	40.80	0.00	0.29
LOUISIANA	17.64	19.57	31.59	5.23	0.78	25.00	0.00	0.19
MAINE	50.00	26.79	6.25	2.68	0.00	14.29	0.00	0.00
MARYLAND	41.11	9.94	18.93	1.91	0.00	27.53	0.38	0.19
MASSACHUSETTS	55.64	18.94	16.43	3.12	3.96	0.36	0.72	0.84
MICHIGAN	38.83	24.51	23.66	5.09	.	7.73	0.00	0.19
MINNESOTA	26.12	53.67	15.71	4.29	.	.	.	0.20
MISSISSIPPI	8.94	32.93	28.46	2.03	0.00	27.64	0.00	0.00
MISSOURI	25.65	16.79	9.16	27.33	0.00	18.93	1.22	0.92
MONTANA	23.46	13.58	9.88	0.00	0.00	53.09	0.00	0.00
NEBRASKA	44.34	15.09	15.09	5.19	0.00	19.81	0.00	0.47
NEVADA	15.09	18.87	66.04	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	14.44	2.22	5.56	67.78	4.44	0.00	5.56	0.00
NEW JERSEY	5.57	20.44	21.28	43.92	8.45	0.17	0.17	0.00
NEW MEXICO	42.08	14.48	15.84	0.00	0.00	27.60	0.00	0.00
NEW YORK	15.76	17.89	20.90	11.68	29.88	3.08	0.31	0.50
NORTH CAROLINA	41.45	21.43	7.85	0.82	0.00	28.34	0.00	0.12
NORTH DAKOTA	47.95	19.18	10.96	0.00	0.00	21.92	0.00	0.00
OHIO	24.36	7.69	51.28	8.16	0.93	7.58	.	0.00
OKLAHOMA	27.34	18.73	28.09	6.37	1.50	15.73	2.25	0.00
OREGON	61.73	11.28	8.19	0.00	1.77	16.81	0.00	0.22
PENNSYLVANIA	55.79	12.48	16.39	0.90	7.67	0.30	6.47	0.00
PUERTO RICO	5.76	35.60	37.17	5.76	13.09	0.52	0.26	1.83
RHODE ISLAND	14.86	13.51	8.11	62.16	0.00	0.00	1.35	0.00
SOUTH CAROLINA	29.35	33.25	13.77	0.00	0.78	22.34	0.00	0.52
SOUTH DAKOTA	28.70	21.30	0.00	20.37	0.00	29.63	0.00	0.00
TENNESSEE	27.72	18.84	32.25	4.89	0.00	16.12	0.18	0.00
TEXAS	11.11	52.08	12.96	21.53	0.46	0.69	0.46	0.69
UTAH	56.40	34.00	2.80	0.00	0.40	6.00	0.00	0.40
VERMONT	65.31	1.02	5.10	0.00	3.06	5.10	20.41	0.00
VIRGINIA	30.74	20.11	22.77	0.38	0.38	24.29	1.14	0.19
WASHINGTON	28.67	44.00	20.22	2.89	1.78	2.44	0.00	0.00
WEST VIRGINIA	29.27	20.73	19.51	0.00	0.61	2.44	27.44	0.00
WISCONSIN	60.44	15.38	24.18	0.00	0.00	0.00	0.00	0.00
WYOMING	23.40	27.66	4.26	17.02	0.00	25.53	2.13	0.00
AMERICAN SAMOA	0.00	20.00	80.00	0.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	11.11	66.67	22.22	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	26.75	19.90	27.86	6.98	3.62	13.65	1.01	0.23
50 STATES, D.C. & P.R.	26.76	19.88	27.85	6.98	3.63	13.66	1.01	0.23

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	13	5	254	61	3	0	0	6
ALASKA	4	47	81	0	0	0	0	0
ARIZONA	7	49	238	71	78	24	5	4
ARKANSAS	4	24	97	30	35	7	6	22
CALIFORNIA	78	47	1,435	168	187	0	0	0
COLORADO	76	328	639	82	0	28	5	10
CONNECTICUT	15	29	144	57	52	1	19	8
DELAWARE	2	16	15	4	0	5	0	2
DISTRICT OF COLUMBIA	0	4	1	18	33	0	10	0
FLORIDA	0	0	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0	0	0
HAWAII	1	0	78	10	4	0	0	7
IDAHO	2	0	1	7	0	0	0	1
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	171	32	0	30	5	2
IOWA	0	0	95	97	0	1	10	1
KANSAS	3	1	124	23	0	68	4	31
KENTUCKY	6	35	231	83	17	0	0	18
LOUISIANA	3	6	141	60	0	25	4	12
MAINE	43	107	184	11	7	3	12	11
MARYLAND	95	80	342	572	85	13	43	22
MASSACHUSETTS	729	248	214	40	51	5	10	10
MICHIGAN	10	4	82	516	.	6	0	14
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	2	5	91	22	0	20	0	7
MISSOURI	2	22	32	59	78	27	6	2
MONTANA	13	8	98	2	0	6	0	2
NEBRASKA	29	8	76	18	3	5	2	2
NEVADA	2	7	12	44	0	0	0	0
NEW HAMPSHIRE	25	3	11	25	23	0	9	0
NEW JERSEY	65	187	375	952	746	55	14	44
NEW MEXICO	6	16	150	2	0	18	0	3
NEW YORK	20	170	992	1,355	762	50	121	96
NORTH CAROLINA	15	45	209	65	6	81	41	6
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	4	67	1,439	1,825	0	0	.	22
OKLAHOMA	12	18	236	78	0	79	4	10
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	5	22	102	15	68	13	29	318
RHODE ISLAND	0	1	11	0	14	0	3	0
SOUTH CAROLINA	10	7	96	3	0	56	0	1
SOUTH DAKOTA	1	34	40	8	7	26	26	2
TENNESSEE	6	25	373	28	47	16	0	12
TEXAS	6	280	381	278	10	34	143	182
UTAH	1	10	221	283	0	15	0	13
VERMONT	7	5	27	0	0	1	2	1
VIRGINIA	12	20	218	9	18	49	16	4
WASHINGTON	21	74	480	12	4	0	0	3
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	520	2,814	2,704	225	2	187	1	28
WYOMING	0	0	0	0	0	12	0	0
AMERICAN SAMOA	0	0	0	3	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	4	0	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,879	4,878	12,942	7,253	2,340	966	550	939
50 STATES, D.C. & P.R.	1,875	4,878	12,941	7,250	2,340	966	550	939

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

MULTIPLE DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	3.80	1.46	74.27	17.84	0.88	0.00	0.00	1.75
ALASKA	3.03	35.61	61.36	0.00	0.00	0.00	0.00	0.00
ARIZONA	1.47	10.29	50.00	14.92	16.39	5.04	1.05	0.84
ARKANSAS	1.78	10.67	43.11	13.33	15.56	3.11	2.67	9.78
CALIFORNIA	4.07	2.45	74.93	8.77	9.77	0.00	0.00	0.00
COLORADO	6.51	28.08	54.71	7.02	0.00	2.40	0.43	0.86
CONNECTICUT	4.62	8.92	44.31	17.54	16.00	0.31	5.85	2.46
DELAWARE	4.55	36.36	34.09	9.09	0.00	11.36	0.00	4.55
DISTRICT OF COLUMBIA	0.00	6.06	1.52	27.27	50.00	0.00	15.15	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1.00	0.00	78.00	10.00	4.00	0.00	0.00	7.00
IDAHO	18.18	0.00	9.09	63.64	0.00	0.00	0.00	9.09
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	71.25	13.33	0.00	12.50	2.08	0.83
IOWA	0.00	0.00	46.57	47.55	0.00	0.49	4.90	0.49
KANSAS	1.18	0.39	48.82	9.06	0.00	26.77	1.57	12.20
KENTUCKY	1.54	8.97	59.23	21.28	4.36	0.00	0.00	4.62
LOUISIANA	1.20	2.39	56.18	23.90	0.00	9.96	1.59	4.78
MAINE	11.38	28.31	48.68	2.91	1.85	0.79	3.17	2.91
MARYLAND	7.59	6.39	27.32	45.69	6.79	1.04	3.43	1.76
MASSACHUSETTS	55.78	18.97	16.37	3.06	3.90	0.38	0.77	0.77
MICHIGAN	1.58	0.63	12.97	81.65	.	0.95	0.00	2.22
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	1.36	3.40	61.90	14.97	0.00	13.61	0.00	4.76
MISSOURI	0.88	9.65	14.04	25.88	34.21	11.84	2.63	0.88
MONTANA	10.08	6.20	75.97	1.55	0.00	4.65	0.00	1.55
NEBRASKA	20.28	5.59	53.15	12.59	2.10	3.50	1.40	1.40
NEVADA	3.08	10.77	18.46	67.69	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	26.04	3.13	11.46	26.04	23.96	0.00	9.38	0.00
NEW JERSEY	2.67	7.67	15.38	39.05	30.60	2.26	0.57	1.80
NEW MEXICO	3.08	8.21	76.92	1.03	0.00	9.23	0.00	1.54
NEW YORK	0.56	4.77	27.82	38.00	21.37	1.40	3.39	2.69
NORTH CAROLINA	3.21	9.62	44.66	13.89	1.28	17.31	8.76	1.28
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	0.12	2.00	42.87	54.36	0.00	0.00	.	0.66
OKLAHOMA	2.75	4.12	54.00	17.85	0.00	18.08	0.92	2.29
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0.87	3.85	17.83	2.62	11.89	2.27	5.07	55.59
RHODE ISLAND	0.00	3.45	37.93	0.00	48.28	0.00	10.34	0.00
SOUTH CAROLINA	5.78	4.05	55.49	1.73	0.00	32.37	0.00	0.58
SOUTH DAKOTA	0.69	23.61	27.78	5.56	4.86	18.06	18.06	1.39
TENNESSEE	1.18	4.93	73.57	5.52	9.27	3.16	0.00	2.37
TEXAS	0.46	21.31	29.00	21.16	0.76	2.59	10.88	13.85
UTAH	0.18	1.84	40.70	52.12	0.00	2.76	0.00	2.39
VERMONT	16.28	11.63	62.79	0.00	0.00	2.33	4.65	2.33
VIRGINIA	3.47	5.78	63.01	2.60	5.20	14.16	4.62	1.16
WASHINGTON	3.54	12.46	80.81	2.02	0.67	0.00	0.00	0.51
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	8.02	43.42	41.72	3.47	0.03	2.89	0.02	0.43
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	80.00	0.00	20.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	5.92	15.37	40.77	22.85	7.37	3.04	1.73	2.96
50 STATES, D.C. & P.R.	5.91	15.37	40.77	22.84	7.37	3.04	1.73	2.96

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	83	30	50	1	0	0	1	17
ALASKA	11	18	10	0	0	0	0	0
ARIZONA	30	51	63	10	1	0	1	2
ARKANSAS	23	12	11	2	2	0	3	1
CALIFORNIA	1,052	245	1,334	156	9	0	0	0
COLORADO	123	93	40	2	0	0	0	14
CONNECTICUT	37	6	13	3	4	0	1	11
DELAWARE	8	14	9	57	0	0	0	1
DISTRICT OF COLUMBIA	2	2	0	14	0	0	0	0
FLORIDA	119	153	705	91	0	0	1	9
GEORGIA	11	90	131	0	0	0	0	5
HAWAII	29	18	40	3	0	0	0	3
IDAHO	20	16	12	1	0	0	0	9
ILLINOIS	89	117	403	241	38	18	9	78
INDIANA	34	62	109	0	0	0	0	2
IOWA	103	122	32	1	0	1	0	77
KANSAS	30	17	17	2	0	0	7	11
KENTUCKY	66	36	46	1	1	0	0	8
LOUISIANA	70	82	167	9	0	20	0	9
MAINE	37	11	2	0	0	0	0	0
MARYLAND	66	26	61	6	2	0	0	0
MASSACHUSETTS	364	124	107	20	26	3	5	5
MICHIGAN	624	406	341	37	.	1	0	22
MINNESOTA	115	255	50	7	.	.	.	4
MISSISSIPPI	68	93	141	20	0	3	2	69
MISSOURI	124	62	50	74	0	0	0	2
MONTANA	17	6	6	0	0	1	0	1
NEBRASKA	65	22	39	4	0	0	0	4
NEVADA	5	8	3	0	0	0	0	0
NEW HAMPSHIRE	24	11	7	2	0	0	0	0
NEW JERSEY	19	71	26	62	32	0	0	3
NEW MEXICO	82	56	59	0	0	0	0	3
NEW YORK	202	177	139	63	55	0	0	24
NORTH CAROLINA	170	68	63	27	0	0	0	16
NORTH DAKOTA	18	4	0	0	0	0	4	0
OHIO	247	82	387	63	3	0	.	1,107
OKLAHOMA	57	9	27	3	0	0	0	2
OREGON	224	55	45	1	4	0	0	9
PENNSYLVANIA	52	26	148	244	19	24	17	10
PUERTO RICO	54	34	9	1	95	0	0	20
RHODE ISLAND	15	15	25	0	7	0	0	2
SOUTH CAROLINA	70	97	91	33	0	1	0	1
SOUTH DAKOTA	6	12	0	0	6	0	40	1
TENNESSEE	103	51	147	10	2	0	0	60
TEXAS	181	504	426	38	0	0	11	158
UTAH	18	31	38	1	0	0	0	18
VERMONT	31	5	3	0	1	0	0	2
VIRGINIA	94	22	64	13	1	0	1	1
WASHINGTON	148	101	56	6	0	0	0	2
WEST VIRGINIA	50	16	65	5	0	12	0	2
WISCONSIN	92	26	24	2	0	0	0	2
WYOMING	30	10	2	1	0	0	0	0
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	5,412	3,680	5,844	1,338	308	84	103	1,807
50 STATES, D.C. & P.R.	5,412	3,680	5,843	1,337	308	84	103	1,807

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	45.60	16.48	27.47	0.55	0.00	0.00	0.55	9.34
ALASKA	28.21	46.15	25.64	0.00	0.00	0.00	0.00	0.00
ARIZONA	18.99	32.28	39.87	6.33	0.63	0.00	0.63	1.27
ARKANSAS	42.59	22.22	20.37	3.70	3.70	0.00	5.56	1.85
CALIFORNIA	37.63	8.76	47.71	5.58	0.32	0.00	0.00	0.00
COLORADO	45.22	34.19	14.71	0.74	0.00	0.00	0.00	5.15
CONNECTICUT	49.33	8.00	17.33	4.00	5.33	0.00	1.33	14.67
DELAWARE	8.99	15.73	10.11	64.04	0.00	0.00	0.00	1.12
DISTRICT OF COLUMBIA	11.11	11.11	0.00	77.78	0.00	0.00	0.00	0.00
FLORIDA	11.04	14.19	65.40	8.44	0.00	0.00	0.09	0.83
GEORGIA	4.64	37.97	55.27	0.00	0.00	0.00	0.00	2.11
HAWAII	31.18	19.35	43.01	3.23	0.00	0.00	0.00	3.23
IDAHO	34.48	27.59	20.69	1.72	0.00	0.00	0.00	15.52
ILLINOIS	8.96	11.78	40.58	24.27	3.83	1.81	0.91	7.85
INDIANA	16.43	29.95	52.66	0.00	0.00	0.00	0.00	0.97
IOWA	30.65	36.31	9.52	0.30	0.00	0.30	0.00	22.92
KANSAS	35.71	20.24	20.24	2.38	0.00	0.00	8.33	13.10
KENTUCKY	41.77	22.78	29.11	0.63	0.63	0.00	0.00	5.06
LOUISIANA	19.61	22.97	46.78	2.52	0.00	5.60	0.00	2.52
MAINE	74.00	22.00	4.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	40.99	16.15	37.89	3.73	1.24	0.00	0.00	0.00
MASSACHUSETTS	55.66	18.96	16.36	3.06	3.98	0.46	0.76	0.76
MICHIGAN	43.61	28.37	23.83	2.59	.	0.07	0.00	1.54
MINNESOTA	26.68	59.16	11.60	1.62	.	.	.	0.93
MISSISSIPPI	17.17	23.48	35.61	5.05	0.00	0.76	0.51	17.42
MISSOURI	39.74	19.87	16.03	23.72	0.00	0.00	0.00	0.64
MONTANA	54.84	19.35	19.35	0.00	0.00	3.23	0.00	3.23
NEBRASKA	48.51	16.42	29.10	2.99	0.00	0.00	0.00	2.99
NEVADA	31.25	50.00	18.75	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	54.55	25.00	15.91	4.55	0.00	0.00	0.00	0.00
NEW JERSEY	8.92	33.33	12.21	29.11	15.02	0.00	0.00	1.41
NEW MEXICO	41.00	28.00	29.50	0.00	0.00	0.00	0.00	1.50
NEW YORK	30.61	26.82	21.06	9.55	8.33	0.00	0.00	3.64
NORTH CAROLINA	49.42	19.77	18.31	7.85	0.00	0.00	0.00	4.65
NORTH DAKOTA	69.23	15.38	0.00	0.00	0.00	0.00	15.38	0.00
OHIO	13.08	4.34	20.49	3.34	0.16	0.00	.	58.60
OKLAHOMA	58.16	9.18	27.55	3.06	0.00	0.00	0.00	2.04
OREGON	66.27	16.27	13.31	0.30	1.18	0.00	0.00	2.66
PENNSYLVANIA	9.63	4.81	27.41	45.19	3.52	4.44	3.15	1.85
PUERTO RICO	25.35	15.96	4.23	0.47	44.60	0.00	0.00	9.39
RHODE ISLAND	23.44	23.44	39.06	0.00	10.94	0.00	0.00	3.13
SOUTH CAROLINA	23.89	33.11	31.06	11.26	0.00	0.34	0.00	0.34
SOUTH DAKOTA	9.23	18.46	0.00	0.00	9.23	0.00	61.54	1.54
TENNESSEE	27.61	13.67	39.41	2.68	0.54	0.00	0.00	16.09
TEXAS	13.73	38.24	32.32	2.88	0.00	0.00	0.83	11.99
UTAH	16.98	29.25	35.85	0.94	0.00	0.00	0.00	16.98
VERMONT	73.81	11.90	7.14	0.00	2.38	0.00	0.00	4.76
VIRGINIA	47.96	11.22	32.65	6.63	0.51	0.00	0.51	0.51
WASHINGTON	47.28	32.27	17.89	1.92	0.00	0.00	0.00	0.64
WEST VIRGINIA	33.33	10.67	43.33	3.33	0.00	8.00	0.00	1.33
WISCONSIN	63.01	17.81	16.44	1.37	0.00	0.00	0.00	1.37
WYOMING	69.77	23.26	4.65	2.33	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0.00	0.00	100.00	8.00	0.00	0.00	0.00	8.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	29.13	19.81	31.46	7.20	1.66	0.45	0.55	9.73
50 STATES, D.C. & P.R.	29.14	19.81	31.46	7.20	1.66	0.45	0.55	9.73

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	104	53	41	3	1	0	0	66
ALASKA	6	46	24	0	0	0	0	0
ARIZONA	5	52	11	0	0	0	0	47
ARKANSAS	32	77	33	1	6	0	3	10
CALIFORNIA	3,132	541	741	87	82	0	0	0
COLORADO	.	.	.	.	.	0	.	.
CONNECTICUT	66	16	18	12	46	0	33	72
DELAWARE	0	1	0	1	0	0	2	2
DISTRICT OF COLUMBIA	0	0	1	15	7	0	1	0
FLORIDA	0	3	106	48	5	0	27	1,316
GEORGIA	29	117	45	0	0	0	1	14
HAWAII	28	14	39	2	3	0	0	3
IDAHO	48	16	10	0	0	0	0	31
ILLINOIS	25	44	128	81	42	2	8	383
INDIANA	0	0	43	0	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	33	21	20	24	0	0	0	14
KENTUCKY	62	57	4	1	0	9	1	28
LOUISIANA	115	132	280	17	0	13	1	20
MAINE	57	38	8	0	1	0	0	11
MARYLAND	104	77	91	24	17	0	14	16
MASSACHUSETTS	464	158	137	25	32	3	6	7
MICHIGAN	28	15	121	163	.	0	0	0
MINNESOTA	67	135	80	14	.	.	.	6
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	58	72	18	20	0	8	0	92
MONTANA	58	30	13	7	0	0	0	3
NEBRASKA	83	33	35	3	0	3	0	24
NEVADA	54	40	0	2	0	0	0	93
NEW HAMPSHIRE	77	24	30	7	5	1	5	2
NEW JERSEY	24	89	46	32	0	15	0	130
NEW MEXICO	20	16	16	0	0	0	0	1
NEW YORK	126	432	302	388	64	12	38	68
NORTH CAROLINA	363	222	264	47	1	0	4	44
NORTH DAKOTA	7	6	2	0	0	0	1	3
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	29	8	15	2	5	1	0	7
OREGON	189	106	91	6	11	0	1	25
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	45	86	60	19	3	1	1	13
RHODE ISLAND	13	14	5	2	4	0	4	70
SOUTH CAROLINA	4	10	71	6	0	1	0	1
SOUTH DAKOTA	6	13	2	0	0	0	3	5
TENNESSEE	190	111	148	29	2	0	0	559
TEXAS	299	1,305	1,184	110	5	2	33	1,534
UTAH	28	69	36	0	1	0	1	30
VERMONT	61	5	4	1	1	1	4	3
VIRGINIA	60	38	76	10	8	3	11	4
WASHINGTON	426	935	306	22	10	0	0	15
WEST VIRGINIA	8	11	36	1	0	12	0	0
WISCONSIN	62	8	24	2	0	0	0	14
WYOMING	44	30	0	1	0	2	0	3
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	6,739	5,326	4,765	1,235	362	89	203	4,789
50 STATES, D.C. & P.R.	6,739	5,326	4,765	1,235	362	89	203	4,789

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	38.81	19.78	15.30	1.12	0.37	0.00	0.00	24.63
ALASKA	7.89	60.53	31.58	0.00	0.00	0.00	0.00	0.00
ARIZONA	4.35	45.22	9.57	0.00	0.00	0.00	0.00	40.87
ARKANSAS	19.75	47.53	20.37	0.62	3.70	0.00	1.85	6.17
CALIFORNIA	68.34	11.80	16.17	1.90	1.79	0.00	0.00	0.00
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	25.10	6.08	6.84	4.56	17.49	0.00	12.55	27.38
DELAWARE	0.00	16.67	0.00	16.67	0.00	0.00	33.33	33.33
DISTRICT OF COLUMBIA	0.00	0.00	4.17	62.50	29.17	0.00	4.17	0.00
FLORIDA	0.00	0.20	7.04	3.19	0.33	0.00	1.79	87.44
GEORGIA	14.08	56.80	21.84	0.00	0.00	0.00	0.49	6.80
HAWAII	31.46	15.73	43.82	2.25	3.37	0.00	0.00	3.37
IDAHO	45.71	15.24	9.52	0.00	0.00	0.00	0.00	29.52
ILLINOIS	3.51	6.17	17.95	11.36	5.89	0.28	1.12	53.72
INDIANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.	.	.	.
KANSAS	29.46	18.75	17.86	21.43	0.00	0.00	0.00	12.50
KENTUCKY	38.27	35.19	2.47	0.62	0.00	5.56	0.62	17.28
LOUISIANA	19.90	22.84	48.44	2.94	0.00	2.25	0.17	3.46
MAINE	49.57	33.04	6.96	0.00	0.87	0.00	0.00	9.57
MARYLAND	30.32	22.45	26.53	7.00	4.96	0.00	4.08	4.66
MASSACHUSETTS	55.77	18.99	16.47	3.00	3.85	0.36	0.72	0.84
MICHIGAN	8.56	4.59	37.00	49.85	.	0.00	0.00	0.00
MINNESOTA	22.19	44.70	26.49	4.64	.	.	.	1.99
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	21.64	26.87	6.72	7.46	0.00	2.99	0.00	34.33
MONTANA	52.25	27.03	11.71	6.31	0.00	0.00	0.00	2.70
NEBRASKA	45.86	18.23	19.34	1.66	0.00	1.66	0.00	13.26
NEVADA	28.57	21.16	0.00	1.06	0.00	0.00	0.00	49.21
NEW HAMPSHIRE	50.99	15.89	19.87	4.64	3.31	0.66	3.31	1.32
NEW JERSEY	7.14	26.49	13.69	9.52	0.00	4.46	0.00	38.69
NEW MEXICO	37.74	30.19	30.19	0.00	0.00	0.00	0.00	1.89
NEW YORK	8.81	30.21	21.12	27.13	4.48	0.84	2.66	4.76
NORTH CAROLINA	38.41	23.49	27.94	4.97	0.11	0.00	0.42	4.66
NORTH DAKOTA	36.84	31.58	10.53	0.00	0.00	0.00	5.26	15.79
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	43.28	11.94	22.39	2.99	7.46	1.49	0.00	10.45
OREGON	44.06	24.71	21.21	1.40	2.56	0.00	0.23	5.83
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	19.74	37.72	26.32	8.33	1.32	0.44	0.44	5.70
RHODE ISLAND	11.61	12.50	4.46	1.79	3.57	0.00	3.57	62.50
SOUTH CAROLINA	4.30	10.75	76.34	6.45	0.00	1.08	0.00	1.08
SOUTH DAKOTA	20.69	44.83	6.90	0.00	0.00	0.00	10.34	17.24
TENNESSEE	18.29	10.68	14.24	2.79	0.19	0.00	0.00	53.80
TEXAS	6.69	29.18	26.48	2.46	0.11	0.04	0.74	34.30
UTAH	16.97	41.82	21.82	0.00	0.61	0.00	0.61	18.18
VERMONT	76.25	6.25	5.00	1.25	1.25	1.25	5.00	3.75
VIRGINIA	28.57	18.10	36.19	4.76	3.81	1.43	5.24	1.90
WASHINGTON	24.85	54.55	17.85	1.28	0.58	0.00	0.00	0.88
WEST VIRGINIA	11.76	16.18	52.94	1.47	0.00	17.65	0.00	0.00
WISCONSIN	56.36	7.27	21.82	1.82	0.00	0.00	0.00	12.73
WYOMING	55.00	37.50	0.00	1.25	0.00	2.50	0.00	3.75
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	28.67	22.66	20.27	5.25	1.54	0.38	0.86	20.37
50 STATES, D.C. & P.R.	28.67	22.66	20.27	5.25	1.54	0.38	0.86	20.37

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	99	28	20	12	0	59	0	2
ALASKA	6	3	5	0	0	0	0	0
ARIZONA	37	59	2	2	0	46	1	0
ARKANSAS	18	9	5	0	0	46	0	1
CALIFORNIA	303	132	584	68	5	6	0	0
COLORADO	75	24	3	0	0	10	0	0
CONNECTICUT	67	15	45	23	6	1	11	2
DELAWARE	24	0	1	0	0	0	0	0
DISTRICT OF COLUMBIA	0	3	6	0	0	0	0	0
FLORIDA	156	58	63	10	0	58	1	1
GEORGIA	12	137	19	3	0	31	2	0
HAWAII	15	6	6	1	1	0	0	0
IDAHO	15	5	0	1	0	0	0	0
ILLINOIS	100	119	175	9	5	51	2	1
INDIANA	39	99	32	0	0	74	0	1
IOWA	37	25	2	0	0	30	0	1
KANSAS	49	18	2	0	0	22	80	0
KENTUCKY	137	85	10	0	0	68	0	2
LOUISIANA	65	40	45	0	0	39	0	1
MAINE	21	13	4	0	0	0	0	0
MARYLAND	92	12	22	18	1	52	0	1
MASSACHUSETTS	199	68	59	11	14	1	2	3
MICHIGAN	194	52	44	13	.	0	0	1
MINNESOTA	48	64	9	4	.	.	.	1
MISSISSIPPI	13	41	21	1	0	37	0	0
MISSOURI	74	38	24	15	2	15	2	2
MONTANA	8	6	44	3	0	3	0	0
NEBRASKA	31	12	4	3	0	27	0	0
NEVADA	3	4	25	0	0	0	0	0
NEW HAMPSHIRE	7	2	2	32	0	0	3	0
NEW JERSEY	134	37	20	5	16	0	0	0
NEW MEXICO	19	9	5	0	0	24	0	0
NEW YORK	182	193	114	9	9	24	0	13
NORTH CAROLINA	192	52	16	0	0	21	0	0
NORTH DAKOTA	17	1	1	0	0	0	0	0
OHIO	206	44	89	6	1	69	.	2
OKLAHOMA	57	8	9	5	1	52	0	2
OREGON	89	6	15	1	1	13	0	1
PENNSYLVANIA	352	60	42	8	6	0	72	0
PUERTO RICO	31	164	28	5	4	29	0	5
RHODE ISLAND	11	7	8	0	0	0	2	0
SOUTH CAROLINA	88	50	14	0	0	27	0	0
SOUTH DAKOTA	5	7	0	1	0	11	0	0
TENNESSEE	224	42	25	13	1	30	10	2
TEXAS	161	349	132	8	0	21	2	5
UTAH	41	119	11	0	0	1	0	2
VERMONT	10	4	1	0	0	0	0	1
VIRGINIA	147	19	9	0	1	30	0	2
WASHINGTON	50	20	13	0	0	0	0	0
WEST VIRGINIA	61	9	0	1	0	5	42	0
WISCONSIN	73	4	8	0	0	35	1	0
WYOMING	7	6	1	0	0	0	0	0
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	4,101	2,387	1,844	292	74	1,068	233	55
50 STATES, D.C. & P.R.	4,101	2,387	1,844	291	74	1,068	233	55

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	45.00	12.73	9.09	5.45	0.00	26.82	0.00	0.91
ALASKA	42.86	21.43	35.71	0.00	0.00	0.00	0.00	0.00
ARIZONA	25.17	40.14	1.36	1.36	0.00	31.29	0.68	0.00
ARKANSAS	22.78	11.39	6.33	0.00	0.00	58.23	0.00	1.27
CALIFORNIA	27.60	12.02	53.19	6.19	0.46	0.55	0.00	0.00
COLORADO	66.96	21.43	2.68	0.00	0.00	8.93	0.00	0.00
CONNECTICUT	39.41	8.82	26.47	13.53	3.53	0.59	6.47	1.18
DELAWARE	96.00	0.00	4.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
FLORIDA	44.96	16.71	18.16	2.88	0.00	16.71	0.29	0.29
GEORGIA	5.88	67.16	9.31	1.47	0.00	15.20	0.98	0.00
HAWAII	51.72	20.69	20.69	3.45	3.45	0.00	0.00	0.00
IDAHO	71.43	23.81	0.00	4.76	0.00	0.00	0.00	0.00
ILLINOIS	21.65	25.76	37.88	1.95	1.08	11.04	0.43	0.22
INDIANA	15.92	40.41	13.06	0.00	0.00	30.20	0.00	0.41
IOWA	38.95	26.32	2.11	0.00	0.00	31.58	0.00	1.05
KANSAS	28.65	10.53	1.17	0.00	0.00	12.87	46.78	0.00
KENTUCKY	45.36	28.15	3.31	0.00	0.00	22.52	0.00	0.66
LOUISIANA	34.21	21.05	23.68	0.00	0.00	20.53	0.00	0.53
MAINE	55.26	34.21	10.53	0.00	0.00	0.00	0.00	0.00
MARYLAND	46.46	6.06	11.11	9.09	0.51	26.26	0.00	0.51
MASSACHUSETTS	55.74	19.05	16.53	3.08	3.92	0.28	0.56	0.84
MICHIGAN	63.82	17.11	14.47	4.28	.	0.00	0.00	0.33
MINNESOTA	38.10	50.79	7.14	3.17	.	.	.	0.79
MISSISSIPPI	11.50	36.28	18.58	0.88	0.00	32.74	0.00	0.00
MISSOURI	43.02	22.09	13.95	8.72	1.16	8.72	1.16	1.16
MONTANA	12.50	9.38	68.75	4.69	0.00	4.69	0.00	0.00
NEBRASKA	40.26	15.58	5.19	3.90	0.00	35.06	0.00	0.00
NEVADA	9.38	12.50	78.13	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	15.22	4.35	4.35	69.57	0.00	0.00	6.52	0.00
NEW JERSEY	63.21	17.45	9.43	2.36	7.55	0.00	0.00	0.00
NEW MEXICO	33.33	15.79	8.77	0.00	0.00	42.11	0.00	0.00
NEW YORK	33.46	35.48	20.96	1.65	1.65	4.41	0.00	2.39
NORTH CAROLINA	68.33	18.51	5.69	0.00	0.00	7.47	0.00	0.00
NORTH DAKOTA	89.47	5.26	5.26	0.00	0.00	0.00	0.00	0.00
OHIO	49.40	10.55	21.34	1.44	0.24	16.55	.	0.48
OKLAHOMA	42.54	5.97	6.72	3.73	0.75	38.81	0.00	1.49
OREGON	70.63	4.76	11.90	0.79	0.79	10.32	0.00	0.79
PENNSYLVANIA	65.19	11.11	7.78	1.48	1.11	0.00	13.33	0.00
PUERTO RICO	11.65	61.65	10.53	1.88	1.50	10.90	0.00	1.88
RHODE ISLAND	39.29	25.00	28.57	0.00	0.00	0.00	7.14	0.00
SOUTH CAROLINA	49.16	27.93	7.82	0.00	0.00	15.08	0.00	0.00
SOUTH DAKOTA	20.83	29.17	0.00	4.17	0.00	45.83	0.00	0.00
TENNESSEE	64.55	12.10	7.20	3.75	0.29	8.65	2.88	0.58
TEXAS	23.75	51.47	19.47	1.18	0.00	3.10	0.29	0.74
UTAH	23.56	68.39	6.32	0.00	0.00	0.57	0.00	1.15
VERMONT	62.50	25.00	6.25	0.00	0.00	0.00	0.00	6.25
VIRGINIA	70.67	9.13	4.33	0.00	0.48	14.42	0.00	0.96
WASHINGTON	60.24	24.10	15.66	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	51.69	7.63	0.00	0.85	0.00	4.24	35.59	0.00
WISCONSIN	60.33	3.31	6.61	0.00	0.00	28.93	0.83	0.00
WYOMING	50.00	42.86	7.14	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	40.79	23.74	18.34	2.90	0.74	10.62	2.32	0.55
50 STATES, D.C. & P.R.	40.79	23.74	18.34	2.89	0.74	10.62	2.32	0.55

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

DEAF-BLINDNESS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	1	1	0	8	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	1	5	16	0	0	6	0	0
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	2	2	27	3	4	47	0	0
COLORADO	1	2	10	11	0	3	0	1
CONNECTICUT	5	0	0	0	2	0	1	0
DELAWARE	0	1	0	4	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	3	0	0	0	0
FLORIDA	0	0	4	6	0	0	0	0
GEORGIA	0	1	0	0	0	17	0	0
HAWAII	0	0	4	2	0	0	0	0
IDAHO	0	0	1	0	0	0	0	0
ILLINOIS	2	1	6	1	0	12	1	0
INDIANA	0	0	22	0	0	0	0	0
IOWA	0	0	6	0	0	6	0	0
KANSAS	2	1	19	0	0	14	0	0
KENTUCKY	0	127	4	0	0	3	0	0
LOUISIANA	0	0	2	1	0	2	0	0
MAINE	0	0	1	0	0	7	0	1
MARYLAND	2	1	0	1	0	13	0	0
MASSACHUSETTS	33	11	10	2	2	0	0	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	1	2	1	.	.	.	0
MISSISSIPPI	0	0	0	2	0	3	0	0
MISSOURI	0	0	20	4	0	6	0	0
MONTANA	0	0	0	0	0	1	0	0
NEBRASKA	0	1	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	1	0	0	0	0
NEW JERSEY	1	1	2	11	7	45	0	0
NEW MEXICO	0	0	3	0	0	6	0	0
NEW YORK	5	13	2	2	12	0	0	2
NORTH CAROLINA	0	0	2	1	0	4	1	0
NORTH DAKOTA	0	2	0	0	0	4	0	0
OHIO	0	0	1	2	0	0	.	1
OKLAHOMA	1	0	1	1	0	2	1	0
OREGON	2	0	3	1	0	0	0	0
PENNSYLVANIA	1	0	0	0	0	0	0	0
PUERTO RICO	0	5	3	17	1	1	0	0
RHODE ISLAND	0	0	0	0	2	0	0	0
SOUTH CAROLINA	0	0	0	1	0	0	0	0
SOUTH DAKOTA	0	0	1	1	0	6	3	0
TENNESSEE	2	1	4	3	0	4	0	0
TEXAS	0	1	5	2	0	1	0	0
UTAH	0	0	1	8	0	1	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	5	2	6	0	2	1	0	0
WEST VIRGINIA	1	0	0	0	0	1	7	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	66	179	189	93	32	225	14	5
50 STATES, D.C. & P.R.	66	179	189	93	32	225	14	5

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

DEAF-BLINDNESS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.00	0.00	10.00	10.00	0.00	80.00	0.00	0.00
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	3.57	17.86	57.14	0.00	0.00	21.43	0.00	0.00
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	2.35	2.35	31.76	3.53	4.71	55.29	0.00	0.00
COLORADO	3.57	7.14	35.71	39.29	0.00	10.71	0.00	3.57
CONNECTICUT	62.50	0.00	0.00	0.00	25.00	0.00	12.50	0.00
DELAWARE	0.00	20.00	0.00	80.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	40.00	60.00	0.00	0.00	0.00	0.00
GEORGIA	0.00	5.56	0.00	0.00	0.00	94.44	0.00	0.00
HAWAII	0.00	0.00	66.67	33.33	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	8.70	4.35	26.09	4.35	0.00	52.17	4.35	0.00
INDIANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
KANSAS	5.56	2.78	52.78	0.00	0.00	38.89	0.00	0.00
KENTUCKY	0.00	94.78	2.99	0.00	0.00	2.24	0.00	0.00
LOUISIANA	0.00	0.00	40.00	20.00	0.00	40.00	0.00	0.00
MAINE	0.00	0.00	11.11	0.00	0.00	77.78	0.00	11.11
MARYLAND	11.76	5.88	0.00	5.88	0.00	76.47	0.00	0.00
MASSACHUSETTS	56.90	18.97	17.24	3.45	3.45	0.00	0.00	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	25.00	50.00	25.00	.	.	.	0.00
MISSISSIPPI	0.00	0.00	0.00	40.00	0.00	60.00	0.00	0.00
MISSOURI	0.00	0.00	66.67	13.33	0.00	20.00	0.00	0.00
MONTANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEBRASKA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
NEW JERSEY	1.49	1.49	2.99	16.42	10.45	67.16	0.00	0.00
NEW MEXICO	0.00	0.00	33.33	0.00	0.00	66.67	0.00	0.00
NEW YORK	13.89	36.11	5.56	5.56	33.33	0.00	0.00	5.56
NORTH CAROLINA	0.00	0.00	25.00	12.50	0.00	50.00	12.50	0.00
NORTH DAKOTA	0.00	33.33	0.00	0.00	0.00	66.67	0.00	0.00
OHIO	0.00	0.00	25.00	50.00	0.00	0.00	.	25.00
OKLAHOMA	16.67	0.00	16.67	16.67	0.00	33.33	16.67	0.00
OREGON	33.33	0.00	50.00	16.67	0.00	0.00	0.00	0.00
PENNSYLVANIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	18.52	11.11	62.96	3.70	3.70	0.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	9.09	9.09	0.00	54.55	27.27	0.00
TENNESSEE	14.29	7.14	28.57	21.43	0.00	28.57	0.00	0.00
TEXAS	0.00	11.11	55.56	22.22	0.00	11.11	0.00	0.00
UTAH	0.00	0.00	10.00	80.00	0.00	10.00	0.00	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	.	.	.	.	.	.	.	.
WASHINGTON	31.25	12.50	37.50	0.00	12.50	6.25	0.00	0.00
WEST VIRGINIA	11.11	0.00	0.00	0.00	0.00	11.11	77.78	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	8.22	22.29	23.54	11.58	3.99	28.02	1.74	0.62
50 STATES, D.C. & P.R.	8.22	22.29	23.54	11.58	3.99	28.02	1.74	0.62

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	1,654	2,111	2,774	211	8	89	14	86
ALASKA	66	356	161	0	0	0	0	0
ARIZONA	243	1,426	1,000	300	111	90	14	40
ARKANSAS	558	1,107	299	33	57	118	12	11
CALIFORNIA	1,653	5,972	8,537	998	590	633	0	0
COLORADO	312	1,125	803	141	14	69	9	27
CONNECTICUT	1,095	797	670	405	234	12	106	66
DELAWARE	126	469	70	95	0	3	10	7
DISTRICT OF COLUMBIA	44	160	137	103	77	6	61	2
FLORIDA	980	2,052	3,561	1,577	80	127	32	184
GEORGIA	27	1,756	1,748	111	0	255	8	9
HAWAII	117	135	272	17	5	0	0	15
IDAHO	234	118	136	21	0	5	0	18
ILLINOIS	445	3,694	4,007	1,353	735	680	285	96
INDIANA	229	1,942	1,548	1,023	0	105	4	0
IOWA	49	1,988	223	229	0	100	3	68
KANSAS	449	438	494	78	0	183	13	23
KENTUCKY	316	2,092	854	169	44	87	0	25
LOUISIANA	868	820	1,653	650	7	393	14	36
MAINE	424	445	223	31	36	15	14	23
MARYLAND	1,056	849	1,094	994	159	104	117	26
MASSACHUSETTS	2,763	1,024	1,768	460	703	357	309	121
MICHIGAN	2,575	2,584	1,797	2,464	.	46	6	68
MINNESOTA	318	1,279	1,096	230	.	.	.	16
MISSISSIPPI	353	1,771	909	55	0	117	5	27
MISSOURI	1,848	2,318	994	1,458	57	118	22	48
MONTANA	244	244	243	6	0	15	2	7
NEBRASKA	492	358	251	78	9	98	13	18
NEVADA	67	305	133	131	0	1	0	3
NEW HAMPSHIRE	549	175	100	25	64	4	42	3
NEW JERSEY	664	1,937	2,788	1,290	1,019	184	51	71
NEW MEXICO	513	643	425	12	0	49	0	11
NEW YORK	267	5,795	8,063	3,866	1,251	252	193	427
NORTH CAROLINA	1,245	1,897	1,099	499	24	190	99	107
NORTH DAKOTA	348	114	181	11	2	14	16	3
OHIO	2,411	2,214	4,092	2,257	85	189	.	247
OKLAHOMA	862	1,023	541	86	3	108	1	18
OREGON	794	559	672	18	29	85	1	24
PENNSYLVANIA	1,942	4,163	3,397	1,096	330	113	165	90
PUERTO RICO	308	783	1,361	724	212	35	44	397
RHODE ISLAND	317	164	242	34	102	0	27	22
SOUTH CAROLINA	334	1,296	940	177	6	176	3	14
SOUTH DAKOTA	47	435	54	5	44	52	179	2
TENNESSEE	1,486	1,788	1,287	233	136	141	9	85
TEXAS	1,679	5,809	7,960	1,139	22	77	147	349
UTAH	109	421	377	197	1	88	0	12
VERMONT	307	38	186	14	10	17	15	8
VIRGINIA	1,375	1,966	1,581	212	31	233	75	28
WASHINGTON	785	1,088	1,044	75	13	4	1	11
WEST VIRGINIA	488	1,193	686	161	0	145	33	2
WISCONSIN	918	1,673	1,428	229	3	80	1	4
WYOMING	547	639	85	10	0	44	8	1
AMERICAN SAMOA	0	7	3	8	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	14	0	5	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	37,914	75,555	76,052	25,799	6,313	6,106	2,183	3,006
50 STATES, D.C. & P.R.	37,900	75,548	76,044	25,791	6,313	6,106	2,183	3,006

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	 RESOURCE ROOM	 SEPARATE CLASS	 PUBLIC SEPARATE FACILITY	 PRIVATE SEPARATE FACILITY	 PUBLIC RESIDENTIAL FACILITY	 PRIVATE RESIDENTIAL FACILITY	 HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	23.81	30.39	39.93	3.04	0.12	1.28	0.20	1.24
ALASKA	11.32	61.06	27.62	0.00	0.00	0.00	0.00	0.00
ARIZONA	7.54	44.23	31.02	9.31	3.44	2.79	0.43	1.24
ARKANSAS	25.42	50.43	13.62	1.50	2.60	5.38	0.55	0.50
CALIFORNIA	8.99	32.49	46.44	5.43	3.21	3.44	0.00	0.00
COLORADO	12.48	45.00	32.12	5.64	0.56	2.76	0.36	1.08
CONNECTICUT	32.35	23.55	19.79	11.96	6.91	0.35	3.13	1.95
DELAWARE	16.15	60.13	8.97	12.18	0.00	0.38	1.28	0.90
DISTRICT OF COLUMBIA	7.46	27.12	23.22	17.46	13.05	1.02	10.34	0.34
FLORIDA	11.40	23.88	41.44	18.35	0.93	1.48	0.37	2.14
GEORGIA	0.69	44.86	44.66	2.84	0.00	6.52	0.20	0.23
HAWAII	20.86	24.06	48.48	3.03	0.89	0.00	0.00	2.67
IDAHO	43.98	22.18	25.56	3.95	0.00	0.94	0.00	3.38
ILLINOIS	3.94	32.70	35.48	11.98	6.51	6.02	2.52	0.85
INDIANA	4.72	40.03	31.91	21.09	0.00	2.16	0.08	0.00
IOWA	1.84	74.74	8.38	8.61	0.00	3.76	0.11	2.56
KANSAS	26.76	26.10	29.44	4.65	0.00	10.91	0.77	1.37
KENTUCKY	8.81	58.32	23.81	4.71	1.23	2.43	0.00	0.70
LOUISIANA	19.55	18.46	37.22	14.64	0.16	8.85	0.32	0.81
MAINE	35.01	36.75	18.41	2.56	2.97	1.24	1.16	1.90
MARYLAND	24.01	19.30	24.87	22.60	3.61	2.36	2.66	0.59
MASSACHUSETTS	36.82	13.64	23.56	6.13	9.37	4.76	4.12	1.61
MICHIGAN	26.99	27.09	18.84	25.83	.	0.48	0.06	0.71
MINNESOTA	10.82	43.52	37.29	7.83	.	.	.	0.54
MISSISSIPPI	10.91	54.71	28.08	1.70	0.00	3.61	0.15	0.83
MISSOURI	26.93	33.78	14.48	21.24	0.83	1.72	0.32	0.70
MONTANA	32.06	32.06	31.93	0.79	0.00	1.97	0.26	0.92
NEBRASKA	37.36	27.18	19.06	5.92	0.68	7.44	0.99	1.37
NEVADA	10.47	47.66	20.78	20.47	0.00	0.16	0.00	0.47
NEW HAMPSHIRE	57.07	18.19	10.40	2.60	6.65	0.42	4.37	0.31
NEW JERSEY	8.30	24.20	34.83	16.12	12.73	2.30	0.64	0.89
NEW MEXICO	31.03	38.90	25.71	0.73	0.00	2.96	0.00	0.67
NEW YORK	1.33	28.81	40.09	19.22	6.22	1.25	0.96	2.12
NORTH CAROLINA	24.13	36.76	21.30	9.67	0.47	3.68	1.92	2.07
NORTH DAKOTA	50.51	16.55	26.27	1.60	0.29	2.03	2.32	0.44
OHIO	20.97	19.26	35.60	19.63	0.74	1.64	.	2.15
OKLAHOMA	32.63	38.72	20.48	3.26	0.11	4.09	0.04	0.68
OREGON	36.39	25.62	30.80	0.82	1.33	3.90	0.05	1.10
PENNSYLVANIA	17.19	36.85	30.07	9.70	2.92	1.00	1.46	0.80
PUERTO RICO	7.97	20.26	35.22	18.74	5.49	0.91	1.14	10.27
RHODE ISLAND	34.91	18.06	26.65	3.74	11.23	0.00	2.97	2.42
SOUTH CAROLINA	11.34	43.99	31.91	6.01	0.20	5.97	0.10	0.48
SOUTH DAKOTA	5.75	53.18	6.60	0.61	5.38	6.36	21.88	0.24
TENNESSEE	28.77	34.62	24.92	4.51	2.63	2.73	0.17	1.65
TEXAS	9.77	33.81	46.33	6.63	0.13	0.45	0.86	2.03
UTAH	9.05	34.94	31.29	16.35	0.08	7.30	0.00	1.00
VERMONT	51.60	6.39	31.26	2.35	1.68	2.86	2.52	1.34
VIRGINIA	25.00	35.74	28.74	3.85	0.56	4.24	1.36	0.51
WASHINGTON	25.98	36.01	34.56	2.48	0.43	0.13	0.03	0.36
WEST VIRGINIA	18.02	44.05	25.33	5.95	0.00	5.35	1.22	0.07
WISCONSIN	21.17	38.58	32.93	5.28	0.07	1.85	0.02	0.09
WYOMING	41.00	47.90	6.37	0.75	0.00	3.30	0.60	0.07
AMERICAN SAMOA	0.00	38.89	16.67	44.44	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	73.68	0.00	26.32	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	16.28	32.44	32.65	11.08	2.71	2.62	0.94	1.29
50 STATES, D.C. & P.R.	16.27	32.44	32.65	11.07	2.71	2.62	0.94	1.29

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	1,134	1,378	191	0	0	0	0	2
ALASKA	52	299	68	0	0	0	0	0
ARIZONA	153	1,115	302	17	1	0	0	3
ARKANSAS	456	713	58	0	1	0	0	0
CALIFORNIA	537	5,682	2,326	272	56	0	0	0
COLORADO	177	757	116	7	0	6	0	1
CONNECTICUT	840	500	203	45	40	1	8	10
DELAWARE	0	313	37	7	0	0	1	1
DISTRICT OF COLUMBIA	37	125	26	9	6	0	0	0
FLORIDA	693	1,591	1,355	69	0	0	0	1
GEORGIA	11	805	160	0	0	0	0	0
HAWAII	94	106	61	0	0	0	0	11
IDAHO	187	72	17	0	0	1	0	0
ILLINOIS	217	3,178	1,159	19	25	1	5	3
INDIANA	119	1,672	194	27	0	0	0	0
IOWA	9	1,191	23	0	0	0	0	0
KANSAS	199	287	26	0	0	7	0	1
KENTUCKY	135	1,122	97	6	0	37	0	5
LOUISIANA	688	596	553	17	0	10	0	6
MAINE	295	242	24	2	0	1	2	2
MARYLAND	820	675	615	65	6	1	5	3
MASSACHUSETTS	975	361	624	162	248	126	109	43
MICHIGAN	1,769	1,623	554	59	.	1	0	7
MINNESOTA	202	757	78	17	.	.	.	0
MISSISSIPPI	310	1,400	387	0	0	0	0	1
MISSOURI	1,318	1,690	88	184	0	0	0	12
MONTANA	196	206	66	0	0	0	1	4
NEBRASKA	339	185	33	1	0	3	0	4
NEVADA	49	264	34	4	0	0	0	0
NEW HAMPSHIRE	392	112	51	1	7	0	10	1
NEW JERSEY	436	1,641	1,833	83	163	1	5	15
NEW MEXICO	381	380	39	1	0	0	0	0
NEW YORK	78	4,863	4,942	521	41	7	0	55
NORTH CAROLINA	846	966	134	1	0	0	0	40
NORTH DAKOTA	299	65	8	0	1	0	0	1
OHIO	1,867	1,765	385	22	39	23	.	3
OKLAHOMA	722	606	65	3	0	0	0	3
OREGON	618	373	51	1	5	0	0	2
PENNSYLVANIA	1,475	2,759	744	21	101	0	14	3
PUERTO RICO	23	296	105	32	13	4	2	3
RHODE ISLAND	294	145	82	16	10	0	4	2
SOUTH CAROLINA	132	668	116	0	2	15	1	0
SOUTH DAKOTA	34	296	2	0	3	1	3	0
TENNESSEE	1,166	1,162	237	19	18	0	1	1
TEXAS	1,406	4,787	4,089	143	1	3	5	48
UTAH	47	208	61	6	0	0	0	0
VERMONT	172	19	8	1	6	8	5	0
VIRGINIA	1,128	1,145	305	6	3	11	4	1
WASHINGTON	615	699	147	7	2	0	0	3
WEST VIRGINIA	382	757	119	0	0	27	1	0
WISCONSIN	610	974	136	1	1	0	0	0
WYOMING	173	252	18	0	0	2	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	25,309	53,843	23,152	1,874	799	297	186	301
50 STATES, D.C. & P.R.	25,307	53,843	23,152	1,874	799	297	186	301

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	41.92	50.94	7.06	0.00	0.00	0.00	0.00	0.07
ALASKA	12.41	71.36	16.23	0.00	0.00	0.00	0.00	0.00
ARIZONA	9.62	70.08	18.98	1.07	0.06	0.00	0.00	0.19
ARKANSAS	37.13	58.06	4.72	0.00	0.08	0.00	0.00	0.00
CALIFORNIA	6.05	64.04	26.21	3.07	0.63	0.00	0.00	0.00
COLORADO	16.64	71.15	10.90	0.66	0.00	0.56	0.00	0.09
CONNECTICUT	51.00	30.36	12.33	2.73	2.43	0.06	0.49	0.61
DELAWARE	0.00	87.19	10.31	1.95	0.00	0.00	0.28	0.28
DISTRICT OF COLUMBIA	18.23	61.58	12.81	4.43	2.96	0.00	0.00	0.00
FLORIDA	18.68	42.90	36.53	1.86	0.00	0.00	0.00	0.03
GEORGIA	1.13	82.48	16.39	0.00	0.00	0.00	0.00	0.00
HAWAII	34.56	38.97	22.43	0.00	0.00	0.00	0.00	4.04
IDAHO	67.51	25.99	6.14	0.00	0.00	0.36	0.00	0.00
ILLINOIS	4.71	68.98	25.16	0.41	0.54	0.02	0.11	0.07
INDIANA	5.91	83.10	9.64	1.34	0.00	0.00	0.00	0.00
IOWA	0.74	97.38	1.88	0.00	0.00	0.00	0.00	0.00
KANSAS	38.27	55.19	5.00	0.00	0.00	1.35	0.00	0.19
KENTUCKY	9.63	80.03	6.92	0.43	0.00	2.64	0.00	0.36
LOUISIANA	36.79	31.87	29.57	0.91	0.00	0.53	0.00	0.32
MAINE	51.94	42.61	4.23	0.35	0.00	0.18	0.35	0.35
MARYLAND	37.44	30.82	28.08	2.97	0.27	0.05	0.23	0.14
MASSACHUSETTS	36.82	13.63	23.56	6.12	9.37	4.76	4.12	1.62
MICHIGAN	44.08	40.44	13.81	1.47	.	0.02	0.00	0.17
MINNESOTA	19.17	71.82	7.40	1.61	.	.	.	0.00
MISSISSIPPI	14.78	66.73	18.45	0.00	0.00	0.00	0.00	0.05
MISSOURI	40.04	51.34	2.67	5.59	0.00	0.00	0.00	0.36
MONTANA	41.44	43.55	13.95	0.00	0.00	0.00	0.21	0.85
NEBRASKA	60.00	32.74	5.84	0.18	0.00	0.53	0.00	0.71
NEVADA	13.96	75.21	9.69	1.14	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	68.29	19.51	8.89	0.17	1.22	0.00	1.74	0.17
NEW JERSEY	10.44	39.29	43.88	1.99	3.90	0.02	0.12	0.36
NEW MEXICO	47.57	47.44	4.87	0.12	0.00	0.00	0.00	0.00
NEW YORK	0.74	46.28	47.04	4.96	0.39	0.07	0.00	0.52
NORTH CAROLINA	42.58	48.62	6.74	0.05	0.00	0.00	0.00	2.01
NORTH DAKOTA	79.95	17.38	2.14	0.00	0.27	0.00	0.00	0.27
OHIO	45.49	43.01	9.38	0.54	0.95	0.56	.	0.07
OKLAHOMA	51.61	43.32	4.65	0.21	0.00	0.00	0.00	0.21
OREGON	58.86	35.52	4.86	0.10	0.48	0.00	0.00	0.19
PENNSYLVANIA	28.83	53.92	14.54	0.41	1.97	0.00	0.27	0.06
PUERTO RICO	4.81	61.92	21.97	6.69	2.72	0.84	0.82	0.63
RHODE ISLAND	53.16	26.22	14.83	2.89	1.81	0.00	0.72	0.36
SOUTH CAROLINA	14.13	71.52	12.42	0.00	0.21	1.61	0.11	0.00
SOUTH DAKOTA	10.03	87.32	0.59	0.00	0.88	0.29	0.88	0.00
TENNESSEE	44.78	44.62	9.10	0.73	0.69	0.00	0.04	0.04
TEXAS	13.41	45.67	39.01	1.36	0.01	0.03	0.05	0.46
UTAH	14.60	64.60	18.94	1.86	0.00	0.00	0.00	0.00
VERMONT	78.54	8.68	3.65	0.46	2.74	3.65	2.28	0.00
VIRGINIA	43.33	43.99	11.72	0.23	0.12	0.42	0.15	0.04
WASHINGTON	41.75	47.45	9.98	0.48	0.14	0.00	0.00	0.20
WEST VIRGINIA	29.70	58.86	9.25	0.00	0.00	2.10	0.08	0.00
WISCONSIN	35.42	56.56	7.90	0.06	0.06	0.00	0.00	0.00
WYOMING	38.88	56.63	4.04	0.00	0.00	0.45	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	23.93	50.91	21.89	1.77	0.76	0.28	0.18	0.28
50 STATES, D.C. & P.R.	23.93	50.91	21.89	1.77	0.76	0.28	0.18	0.28

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	76	37	1	0	0	0	0	0
ALASKA	2	6	0	0	0	0	0	0
ARIZONA	37	73	9	6	0	0	0	0
ARKANSAS	7	4	1	0	0	1	0	1
CALIFORNIA	447	64	106	12	3	0	0	0
COLORADO	16	25	6	0	0	0	0	0
CONNECTICUT	16	18	3	3	2	0	1	1
DELAWARE	4	0	0	4	0	0	0	0
DISTRICT OF COLUMBIA	1	0	2	1	0	0	0	0
FLORIDA	149	72	14	3	0	0	0	1
GEORGIA	2	18	1	0	0	0	0	0
HAWAII	2	0	0	0	0	0	0	0
IDAHO	26	5	11	0	0	0	0	0
ILLINOIS	156	8	26	1	2	1	1	0
INDIANA	92	0	0	4	0	6	0	0
IOWA	13	3	1	0	0	0	0	0
KANSAS	121	0	17	0	0	0	0	1
KENTUCKY	39	22	0	0	0	0	0	0
LOUISIANA	87	13	9	0	0	1	0	0
MAINE	23	7	0	0	0	0	0	0
MARYLAND	86	28	60	25	1	0	1	1
MASSACHUSETTS	635	236	406	106	162	82	71	28
MICHIGAN	76	29	3	0	.	0	0	0
MINNESOTA	6	36	3	0	.	.	.	0
MISSISSIPPI	24	17	3	2	0	0	0	0
MISSOURI	226	36	0	10	0	0	0	0
MONTANA	13	1	0	0	0	0	0	0
NEBRASKA	18	0	1	0	0	1	0	0
NEVADA	4	1	5	0	0	0	0	0
NEW HAMPSHIRE	20	8	5	1	0	0	2	0
NEW JERSEY	135	9	15	2	15	0	0	0
NEW MEXICO	76	122	42	0	0	0	0	0
NEW YORK	69	28	49	15	1	0	0	1
NORTH CAROLINA	39	8	0	6	0	0	0	8
NORTH DAKOTA	13	0	0	0	0	0	0	0
OHIO	39	0	0	0	27	2	.	0
OKLAHOMA	16	0	0	0	0	0	0	0
OREGON	44	27	17	0	0	0	0	0
PENNSYLVANIA	146	16	0	2	151	0	0	0
PUERTO RICO	5	4	4	6	1	0	0	1
RHODE ISLAND	4	1	0	0	1	0	2	0
SOUTH CAROLINA	34	7	2	0	1	0	0	0
SOUTH DAKOTA	5	7	1	0	0	0	0	0
TENNESSEE	41	40	17	0	0	0	0	0
TEXAS	82	104	13	6	0	2	0	1
UTAH	3	7	30	0	0	7	0	0
VERMONT	44	2	6	0	0	0	0	0
VIRGINIA	25	28	0	0	0	0	0	0
WASHINGTON	15	3	0	0	0	0	0	0
WEST VIRGINIA	13	0	0	0	0	2	0	0
WISCONSIN	52	2	0	0	0	0	0	0
WYOMING	55	36	4	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	3,380	1,218	893	215	367	105	78	44
50 STATES, D.C. & P.R.	3,379	1,218	893	215	367	105	78	44

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	66.67	32.46	0.88	0.00	0.00	0.00	0.00	0.00
ALASKA	25.00	75.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	29.60	58.40	7.20	4.80	0.00	0.00	0.00	0.00
ARKANSAS	50.00	28.57	7.14	0.00	0.00	7.14	0.00	7.14
CALIFORNIA	70.73	10.13	16.77	1.90	0.47	0.00	0.00	0.00
COLORADO	34.04	53.19	12.77	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	36.36	40.91	6.82	6.82	4.55	0.00	2.27	2.27
DELAWARE	50.00	0.00	0.00	50.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	25.00	0.00	50.00	25.00	0.00	0.00	0.00	0.00
FLORIDA	62.34	30.13	5.86	1.26	0.00	0.00	0.00	0.42
GEORGIA	9.52	85.71	4.76	0.00	0.00	0.00	0.00	0.00
HAWAII	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
IDAHO	61.90	11.90	26.19	0.00	0.00	0.00	0.00	0.00
ILLINOIS	80.00	4.10	13.33	0.51	1.03	0.51	0.51	0.00
INDIANA	90.20	0.00	0.00	3.92	0.00	5.88	0.00	0.00
IOWA	76.47	17.65	5.88	0.00	0.00	0.00	0.00	0.00
KANSAS	87.05	0.00	12.23	0.00	0.00	0.00	0.00	0.72
KENTUCKY	63.93	36.07	0.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	79.09	11.82	8.18	0.00	0.00	0.91	0.00	0.00
MAINE	76.67	23.33	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	42.57	13.86	29.70	12.38	0.50	0.00	0.50	0.50
MASSACHUSETTS	36.79	13.67	23.52	6.14	9.39	4.75	4.11	1.62
MICHIGAN	70.37	26.85	2.78	0.00	.	0.00	0.00	0.00
MINNESOTA	13.33	80.00	6.67	0.00	.	.	.	0.00
MISSISSIPPI	52.17	36.96	6.52	4.35	0.00	0.00	0.00	0.00
MISSOURI	83.09	13.24	0.00	3.68	0.00	0.00	0.00	0.00
MONTANA	92.86	7.14	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	90.00	0.00	5.00	0.00	0.00	5.00	0.00	0.00
NEVADA	40.00	10.00	50.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	55.56	22.22	13.89	2.78	0.00	0.00	5.56	0.00
NEW JERSEY	76.70	5.11	8.52	1.14	8.52	0.00	0.00	0.00
NEW MEXICO	31.67	50.83	17.50	0.00	0.00	0.00	0.00	0.00
NEW YORK	42.33	17.18	30.06	9.20	0.61	0.00	0.00	0.61
NORTH CAROLINA	63.93	13.11	0.00	9.84	0.00	0.00	0.00	13.11
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	57.35	0.00	0.00	0.00	39.71	2.94	.	0.00
OKLAHOMA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OREGON	50.00	30.68	19.32	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	46.35	5.08	0.00	0.63	47.94	0.00	0.00	0.00
PUERTO RICO	23.81	19.05	19.05	28.57	4.76	0.00	0.00	4.76
RHODE ISLAND	50.00	12.50	0.00	0.00	12.50	0.00	25.00	0.00
SOUTH CAROLINA	77.27	15.91	4.55	0.00	2.27	0.00	0.00	0.00
SOUTH DAKOTA	38.46	53.85	7.69	0.00	0.00	0.00	0.00	0.00
TENNESSEE	41.84	40.82	17.35	0.00	0.00	0.00	0.00	0.00
TEXAS	39.42	50.00	6.25	2.88	0.00	0.96	0.00	0.48
UTAH	6.38	14.89	63.83	0.00	0.00	14.89	0.00	0.00
VERMONT	84.62	3.85	11.54	0.00	0.00	0.00	0.00	0.00
VIRGINIA	47.17	52.83	0.00	0.00	0.00	0.00	0.00	0.00
WASHINGTON	83.33	16.67	0.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	86.67	0.00	0.00	0.00	0.00	13.33	0.00	0.00
WISCONSIN	96.30	3.70	0.00	0.00	0.00	0.00	0.00	0.00
WYOMING	57.89	37.89	4.21	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	53.65	19.33	14.17	3.41	5.83	1.67	1.24	0.70
50 STATES, D.C. & P.R.	53.64	19.34	14.18	3.41	5.83	1.67	1.24	0.70

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

MENTAL RETARDATION

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	251	613	2,383	151	5	2	0	13
ALASKA	4	19	48	0	0	0	0	0
ARIZONA	5	109	498	131	26	0	11	2
ARKANSAS	77	361	213	31	47	90	9	9
CALIFORNIA	149	36	3,929	461	89	395	0	0
COLORADO	14	79	390	22	14	1	2	1
CONNECTICUT	12	119	263	208	50	5	17	12
DELAWARE	25	90	22	59	0	0	7	1
DISTRICT OF COLUMBIA	2	18	104	65	21	0	5	0
FLORIDA	20	89	1,644	1,264	70	11	15	12
GEORGIA	3	615	1,394	69	0	179	6	3
HAWAII	5	9	127	7	1	0	0	1
IDAHO	4	35	98	16	0	3	0	8
ILLINOIS	7	115	2,021	863	327	111	185	3
INDIANA	2	177	1,190	823	0	15	1	0
IOWA	4	597	23	159	0	48	0	0
KANSAS	33	71	350	0	0	50	8	1
KENTUCKY	105	813	653	123	27	8	0	8
LOUISIANA	19	116	823	532	5	253	11	12
MAINE	24	107	128	7	26	0	0	3
MARYLAND	30	74	252	521	70	7	24	3
MASSACHUSETTS	586	217	375	98	149	76	66	26
MICHIGAN	158	498	869	1,845	.	0	1	26
MINNESOTA	28	243	834	106	.	.	.	8
MISSISSIPPI	11	314	463	42	0	69	1	10
MISSOURI	132	352	856	1,028	41	14	2	8
MONTANA	11	14	113	1	0	0	1	2
NEBRASKA	60	118	166	54	4	28	8	3
NEVADA	7	20	70	90	0	1	0	0
NEW HAMPSHIRE	60	15	30	3	30	1	11	0
NEW JERSEY	5	20	562	567	215	30	7	8
NEW MEXICO	8	70	227	5	0	28	0	6
NEW YORK	2	172	1,605	1,977	182	137	42	34
NORTH CAROLINA	159	773	796	384	16	43	76	16
NORTH DAKOTA	21	34	163	10	1	2	8	1
OHIO	395	352	2,905	565	18	42	.	10
OKLAHOMA	95	386	373	56	0	22	0	1
OREGON	24	89	523	12	4	38	0	4
PENNSYLVANIA	91	959	2,317	863	21	79	47	36
PUERTO RICO	79	380	1,073	586	107	19	7	106
RHODE ISLAND	2	3	139	0	53	0	4	6
SOUTH CAROLINA	108	509	697	165	3	92	0	12
SOUTH DAKOTA	1	99	40	0	32	14	96	1
TENNESSEE	162	502	734	164	85	77	5	5
TEXAS	12	239	2,466	679	15	48	63	14
UTAH	21	65	167	67	1	22	0	1
VERMONT	51	7	135	5	3	3	1	3
VIRGINIA	80	615	1,017	177	4	109	18	11
WASHINGTON	36	168	607	42	4	0	0	3
WEST VIRGINIA	49	374	466	154	0	55	1	0
WISCONSIN	30	219	571	92	1	4	0	0
WYOMING	149	160	39	4	0	27	3	0
AMERICAN SAMOA	0	7	0	8	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	3	0	3	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	3,431	12,255	37,954	15,361	1,767	2,258	769	453
50 STATES, D.C. & P.R.	3,428	12,248	37,951	15,353	1,767	2,258	769	453

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

MENTAL RETARDATION

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	7.34	17.93	69.72	4.42	0.15	0.06	0.00	0.38
ALASKA	5.63	26.76	67.61	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.64	13.94	63.68	16.75	3.32	0.00	1.41	0.26
ARKANSAS	9.20	43.13	25.45	3.70	5.62	10.75	1.08	1.08
CALIFORNIA	2.95	0.71	77.66	9.11	1.76	7.81	0.00	0.00
COLORADO	2.68	15.11	74.57	4.21	2.68	0.19	0.38	0.19
CONNECTICUT	1.75	17.35	38.34	30.32	7.29	0.73	2.48	1.75
DELAWARE	12.25	44.12	10.78	28.92	0.00	0.00	3.43	0.49
DISTRICT OF COLUMBIA	0.93	8.37	48.37	30.23	9.77	0.00	2.33	0.00
FLORIDA	0.64	2.85	52.61	40.45	2.24	0.35	0.48	0.38
GEORGIA	0.13	27.10	61.44	3.04	0.00	7.89	0.26	0.13
HAWAII	3.33	6.00	84.67	4.67	0.67	0.00	0.00	0.67
IDAHO	2.44	21.34	59.76	9.76	0.00	1.83	0.00	4.88
ILLINOIS	0.19	3.17	55.64	23.76	9.00	3.06	5.09	0.08
INDIANA	0.09	8.02	53.89	37.27	0.00	0.68	0.05	0.00
IOWA	0.48	71.84	2.77	19.13	0.00	5.78	0.00	0.00
KANSAS	6.43	13.84	68.23	0.00	0.00	9.75	1.56	0.19
KENTUCKY	6.04	46.80	37.59	7.08	1.55	0.46	0.00	0.46
LOUISIANA	1.07	6.55	46.47	30.04	0.28	14.29	0.62	0.68
MAINE	8.14	36.27	43.39	2.37	8.81	0.00	0.00	1.02
MARYLAND	3.06	7.54	25.69	53.11	7.14	0.71	2.45	0.31
MASSACHUSETTS	36.79	13.62	23.54	6.15	9.35	4.77	4.14	1.63
MICHIGAN	4.65	14.66	25.58	54.31	.	0.00	0.03	0.77
MINNESOTA	2.30	19.93	68.42	8.70	.	.	.	0.66
MISSISSIPPI	1.21	34.51	50.88	4.62	0.00	7.58	0.11	1.10
MISSOURI	5.43	14.47	35.18	42.25	1.69	0.58	0.08	0.33
MONTANA	7.75	9.86	79.58	0.70	0.00	0.00	0.70	1.41
NEBRASKA	13.61	26.76	37.64	12.24	0.91	6.35	1.81	0.68
NEVADA	3.72	10.64	37.23	47.87	0.00	0.53	0.00	0.00
NEW HAMPSHIRE	40.00	10.00	20.00	2.00	20.00	0.67	7.33	0.00
NEW JERSEY	0.35	1.41	39.75	40.10	15.21	2.12	0.50	0.57
NEW MEXICO	2.33	20.35	65.99	1.45	0.00	8.14	0.00	1.74
NEW YORK	0.05	4.14	38.67	47.63	4.38	3.30	1.01	0.82
NORTH CAROLINA	7.03	34.16	35.17	16.97	0.71	1.90	3.36	0.71
NORTH DAKOTA	8.75	14.17	67.92	4.17	0.42	0.83	3.33	0.42
OHIO	9.21	8.21	67.76	13.18	0.42	0.98	.	0.23
OKLAHOMA	10.18	41.37	39.98	6.00	0.00	2.36	0.00	0.11
OREGON	3.46	12.82	75.36	1.73	0.58	5.48	0.00	0.58
PENNSYLVANIA	2.06	21.73	52.50	19.56	0.48	1.79	1.07	0.82
PUERTO RICO	3.35	16.12	45.52	24.86	4.54	0.81	0.30	4.50
RHODE ISLAND	0.97	1.45	67.15	0.00	25.60	0.00	1.93	2.90
SOUTH CAROLINA	6.81	32.09	43.95	10.40	0.19	5.80	0.00	0.76
SOUTH DAKOTA	0.35	34.98	14.13	0.00	11.31	4.95	33.92	0.35
TENNESSEE	9.34	28.95	42.33	9.46	4.90	4.44	0.29	0.29
TEXAS	0.34	6.76	69.74	19.20	0.42	1.36	1.78	0.40
UTAH	6.10	18.90	48.55	19.48	0.29	6.40	0.00	0.29
VERMONT	24.52	3.37	64.90	2.40	1.44	1.44	0.48	1.44
VIRGINIA	3.94	30.28	50.07	8.71	0.20	5.37	0.89	0.54
WASHINGTON	4.19	19.53	70.58	4.88	0.47	0.00	0.00	0.35
WEST VIRGINIA	4.46	34.03	42.40	14.01	0.00	5.00	0.09	0.00
WISCONSIN	3.27	23.88	62.27	10.03	0.11	0.44	0.00	0.00
WYOMING	39.01	41.88	10.21	1.05	0.00	7.07	0.79	0.00
AMERICAN SAMOA	0.00	46.67	0.00	53.33	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	4.62	16.51	51.12	20.69	2.38	3.04	1.04	0.61
50 STATES, D.C. & P.R.	4.62	16.50	51.13	20.68	2.38	3.04	1.04	0.61

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	129	60	83	22	2	11	14	31
ALASKA	2	15	11	0	0	0	0	0
ARIZONA	3	75	89	20	29	0	0	8
ARKANSAS	1	4	0	2	0	0	0	1
CALIFORNIA	108	58	323	37	302	97	0	0
COLORADO	61	197	74	51	0	29	5	22
CONNECTICUT	200	136	161	87	80	5	38	32
DELAWARE	19	56	7	1	0	2	2	4
DISTRICT OF COLUMBIA	4	14	5	2	16	0	47	2
FLORIDA	75	249	325	164	6	25	9	3
GEORGIA	5	252	132	36	0	24	2	1
HAWAII	6	13	20	1	0	0	0	2
IDAHO	2	1	5	2	0	0	0	0
ILLINOIS	38	344	533	328	335	473	80	5
INDIANA	5	62	96	20	0	18	0	0
IOWA	2	156	87	25	0	13	3	3
KANSAS	45	63	46	69	0	18	1	1
KENTUCKY	3	74	19	4	0	10	0	5
LOUISIANA	22	44	86	35	0	26	0	5
MAINE	59	53	24	17	7	0	6	15
MARYLAND	55	37	80	66	55	18	56	8
MASSACHUSETTS	379	140	242	63	96	49	42	16
MICHIGAN	344	281	158	137	.	24	5	13
MINNESOTA	64	199	122	92	.	.	.	6
MISSISSIPPI	2	10	8	0	0	0	3	2
MISSOURI	58	186	34	82	14	12	10	8
MONTANA	8	12	9	1	0	0	0	0
NEBRASKA	41	40	23	3	4	5	3	5
NEVADA	5	9	8	5	0	0	0	0
NEW HAMPSHIRE	52	22	8	1	13	1	6	1
NEW JERSEY	56	218	284	213	362	71	10	25
NEW MEXICO	27	46	40	3	0	0	0	1
NEW YORK	38	532	1,027	494	315	12	52	266
NORTH CAROLINA	94	82	51	24	0	2	1	31
NORTH DAKOTA	5	6	7	0	0	3	3	0
OHIO	25	27	104	132	0	54	.	21
OKLAHOMA	10	21	25	7	0	1	0	6
OREGON	24	35	26	1	17	0	0	8
PENNSYLVANIA	112	378	251	102	25	22	43	45
PUERTO RICO	29	10	28	38	2	2	2	21
RHODE ISLAND	11	9	16	2	26	0	13	1
SOUTH CAROLINA	28	68	28	4	0	6	1	0
SOUTH DAKOTA	2	16	3	0	3	4	14	0
TENNESSEE	46	33	17	4	9	4	2	6
TEXAS	55	300	771	156	3	1	17	42
UTAH	23	113	40	12	0	0	0	10
VERMONT	22	7	6	8	0	3	3	3
VIRGINIA	95	147	95	10	23	8	35	4
WASHINGTON	49	64	30	6	4	0	0	1
WEST VIRGINIA	26	42	37	7	0	11	2	1
WISCONSIN	145	239	124	28	1	0	0	2
WYOMING	99	146	16	3	0	4	4	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	2,820	5,401	5,844	2,627	1,749	1,068	534	694
50 STATES, D.C. & P.R.	2,818	5,401	5,844	2,627	1,749	1,068	534	694

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	36.65	17.05	23.58	6.25	0.57	3.13	3.98	8.81
ALASKA	7.14	53.57	39.29	0.00	0.00	0.00	0.00	0.00
ARIZONA	1.34	33.48	39.73	8.93	12.95	0.00	0.00	3.57
ARKANSAS	12.50	50.00	0.00	25.00	0.00	0.00	0.00	12.50
CALIFORNIA	11.68	6.27	34.92	4.00	32.65	10.49	0.00	0.00
COLORADO	13.90	44.87	16.86	11.62	0.00	6.61	1.14	5.01
CONNECTICUT	27.06	18.40	21.79	11.77	10.83	0.68	5.14	4.33
DELAWARE	20.88	61.54	7.69	1.10	0.00	2.20	2.20	4.40
DISTRICT OF COLUMBIA	4.44	15.56	5.56	2.22	17.78	0.00	52.22	2.22
FLORIDA	8.76	29.09	37.97	19.16	0.70	2.92	1.05	0.35
GEORGIA	1.11	55.75	29.20	7.96	0.00	5.31	0.44	0.22
HAWAII	14.29	30.95	47.62	2.38	0.00	0.00	0.00	4.76
IDAHO	20.00	10.00	50.00	20.00	0.00	0.00	0.00	0.00
ILLINOIS	1.78	16.10	24.95	15.36	15.68	22.14	3.75	0.23
INDIANA	2.49	30.85	47.76	9.95	0.00	8.96	0.00	0.00
IOWA	0.69	53.98	30.10	8.65	0.00	4.50	1.04	1.04
KANSAS	18.52	25.93	18.93	28.40	0.00	7.41	0.41	0.41
KENTUCKY	2.61	64.35	16.52	3.48	0.00	8.70	0.00	4.35
LOUISIANA	10.09	20.18	39.45	16.06	0.00	11.93	0.00	2.29
MAINE	32.60	29.28	13.26	9.39	3.87	0.00	3.31	8.29
MARYLAND	14.67	9.87	21.33	17.60	14.67	4.80	14.93	2.13
MASSACHUSETTS	36.90	13.63	23.56	6.13	9.35	4.77	4.09	1.56
MICHIGAN	35.76	29.21	16.42	14.24	.	2.49	0.52	1.35
MINNESOTA	13.25	41.20	25.26	19.05	.	.	.	1.24
MISSISSIPPI	8.00	40.00	32.00	0.00	0.00	0.00	12.00	8.00
MISSOURI	14.36	46.04	8.42	20.30	3.47	2.97	2.48	1.98
MONTANA	26.67	40.00	30.00	3.33	0.00	0.00	0.00	0.00
NEBRASKA	33.06	32.26	18.55	2.42	3.23	4.03	2.42	4.03
NEVADA	18.52	33.33	29.63	18.52	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	50.00	21.15	7.69	0.96	12.50	0.96	5.77	0.96
NEW JERSEY	4.52	17.59	22.92	17.19	29.22	5.73	0.81	2.02
NEW MEXICO	23.08	39.32	34.19	2.56	0.00	0.00	0.00	0.85
NEW YORK	1.39	19.44	37.54	18.06	11.51	0.44	1.90	9.72
NORTH CAROLINA	32.98	28.77	17.89	8.42	0.00	0.70	0.35	10.88
NORTH DAKOTA	20.83	25.00	29.17	0.00	0.00	12.50	12.50	0.00
OHIO	6.89	7.44	28.65	36.36	0.00	14.88	.	5.79
OKLAHOMA	14.29	30.00	35.71	10.00	0.00	1.43	0.00	8.57
OREGON	21.62	31.53	23.42	0.90	15.32	0.00	0.00	7.21
PENNSYLVANIA	11.45	38.65	25.66	10.43	2.56	2.25	4.40	4.60
PUERTO RICO	21.97	7.58	21.21	28.79	1.52	1.52	1.52	15.91
RHODE ISLAND	14.10	11.54	20.51	2.56	33.33	0.00	16.67	1.28
SOUTH CAROLINA	20.74	50.37	20.74	2.96	0.00	4.44	0.74	0.00
SOUTH DAKOTA	4.76	38.10	7.14	0.00	7.14	9.52	33.33	0.00
TENNESSEE	38.02	27.27	14.05	3.31	7.44	3.31	1.65	4.96
TEXAS	4.09	22.30	57.32	11.60	0.22	0.07	1.26	3.12
UTAH	11.62	57.07	20.20	6.06	0.00	0.00	0.00	5.05
VERMONT	42.31	13.46	11.54	15.38	0.00	5.77	5.77	5.77
VIRGINIA	22.78	35.25	22.78	2.40	5.52	1.92	8.39	0.96
WASHINGTON	31.82	41.56	19.48	3.90	2.60	0.00	0.00	0.65
WEST VIRGINIA	20.63	33.33	29.37	5.56	0.00	8.73	1.59	0.79
WISCONSIN	26.90	44.34	23.01	5.19	0.19	0.00	0.00	0.37
WYOMING	36.26	53.48	5.86	1.10	0.00	1.47	1.47	0.37
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	13.60	26.05	28.18	12.67	8.43	5.15	2.58	3.35
50 STATES, D.C. & P.R.	13.59	26.05	28.18	12.67	8.44	5.15	2.58	3.35

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	23	10	12	1	0	49	0	0
ALASKA	0	4	4	0	0	0	0	0
ARIZONA	27	19	7	40	0	49	0	1
ARKANSAS	8	8	4	0	0	12	0	0
CALIFORNIA	83	28	217	25	13	114	0	0
COLORADO	14	13	16	0	0	8	0	0
CONNECTICUT	7	10	1	2	13	0	10	0
DELAWARE	21	5	2	0	0	1	0	0
DISTRICT OF COLUMBIA	0	3	0	0	0	0	1	0
FLORIDA	15	18	67	8	0	64	0	0
GEORGIA	2	16	20	5	0	29	0	0
HAWAII	4	4	10	5	4	0	0	0
IDAHO	4	2	0	2	0	1	0	0
ILLINOIS	8	28	105	8	0	37	2	0
INDIANA	5	7	15	7	0	49	0	0
IOWA	10	17	7	0	0	18	0	0
KANSAS	14	9	25	0	0	37	0	0
KENTUCKY	6	18	3	2	0	18	0	0
LOUISIANA	20	14	31	9	1	57	0	0
MAINE	5	2	1	1	0	7	0	0
MARYLAND	21	6	15	2	0	25	1	0
MASSACHUSETTS	39	14	25	7	10	5	5	2
MICHIGAN	65	54	30	13	.	19	0	0
MINNESOTA	4	19	19	5	.	.	.	0
MISSISSIPPI	4	12	10	1	0	30	0	0
MISSOURI	42	8	2	36	0	40	8	0
MONTANA	5	2	5	0	0	9	0	0
NEBRASKA	4	4	2	7	0	39	0	0
NEVADA	0	2	6	0	0	0	0	0
NEW HAMPSHIRE	3	5	1	8	0	0	5	0
NEW JERSEY	2	9	29	57	12	0	1	2
NEW MEXICO	6	8	8	0	0	11	0	0
NEW YORK	25	53	86	49	155	16	0	5
NORTH CAROLINA	30	18	5	0	0	43	0	0
NORTH DAKOTA	1	5	0	0	0	7	0	0
OHIO	32	13	74	19	1	45	.	0
OKLAHOMA	7	3	6	1	1	8	0	0
OREGON	29	8	8	1	0	27	0	0
PENNSYLVANIA	72	27	36	1	23	1	46	0
PUERTO RICO	41	44	68	16	9	1	0	4
RHODE ISLAND	1	1	1	16	0	0	0	0
SOUTH CAROLINA	11	14	4	0	0	18	0	0
SOUTH DAKOTA	3	3	0	4	0	5	3	0
TENNESSEE	16	23	29	18	0	39	0	0
TEXAS	9	44	8	13	0	2	0	0
UTAH	3	13	0	1	0	30	0	0
VERMONT	7	1	0	0	1	2	4	0
VIRGINIA	13	15	19	0	0	57	4	0
WASHINGTON	15	20	14	4	0	3	0	0
WEST VIRGINIA	8	8	4	0	0	5	14	0
WISCONSIN	11	1	6	1	0	0	0	0
WYOMING	10	5	1	3	0	1	0	0
AMERICAN SAMOA	0	0	3	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	4	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	819	697	1,071	398	243	1,038	104	14
50 STATES, D.C. & P.R.	815	697	1,068	398	243	1,038	104	14

DATA AS OF OCTOBER 1, 1991.

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8OCT91

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

HEARING IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	24.21	10.53	12.63	1.05	0.00	51.58	0.00	0.00
ALASKA	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	18.88	13.29	4.90	27.97	0.00	34.27	0.00	0.70
ARKANSAS	25.00	25.00	12.50	0.00	0.00	37.50	0.00	0.00
CALIFORNIA	17.29	5.83	45.21	5.21	2.71	23.75	0.00	0.00
COLORADO	27.45	25.49	31.37	0.00	0.00	15.69	0.00	0.00
CONNECTICUT	16.28	23.26	2.33	4.65	30.23	0.00	23.26	0.00
DELAWARE	72.41	17.24	6.90	0.00	0.00	3.45	0.00	0.00
DISTRICT OF COLUMBIA	0.00	75.00	0.00	0.00	0.00	0.00	25.00	0.00
FLORIDA	8.72	10.47	38.95	4.65	0.00	37.21	0.00	0.00
GEORGIA	2.78	22.22	27.78	6.94	0.00	40.28	0.00	0.00
HAWAII	14.81	14.81	37.04	18.52	14.81	0.00	0.00	0.00
IDAHO	44.44	22.22	0.00	22.22	0.00	11.11	0.00	0.00
ILLINOIS	4.26	14.89	55.85	4.26	0.00	19.68	1.06	0.00
INDIANA	6.02	8.43	18.07	8.43	0.00	59.04	0.00	0.00
IOWA	19.23	32.69	13.46	0.00	0.00	34.62	0.00	0.00
KANSAS	16.47	10.59	29.41	0.00	0.00	43.53	0.00	0.00
KENTUCKY	12.77	38.30	6.38	4.26	0.00	38.30	0.00	0.00
LOUISIANA	15.15	10.61	23.48	6.82	0.76	43.18	0.00	0.00
MAINE	31.25	12.50	6.25	6.25	0.00	43.75	0.00	0.00
MARYLAND	30.00	8.57	21.43	2.86	0.00	35.71	1.43	0.00
MASSACHUSETTS	36.45	13.08	23.36	6.54	9.35	4.67	4.67	1.87
MICHIGAN	35.91	29.83	16.57	7.18	.	10.50	0.00	0.00
MINNESOTA	8.51	40.43	40.43	10.64	.	.	.	0.00
MISSISSIPPI	7.02	21.05	17.54	1.75	0.00	52.63	0.00	0.00
MISSOURI	30.88	5.88	1.47	26.47	0.00	29.41	5.88	0.00
MONTANA	23.81	9.52	23.81	0.00	0.00	42.86	0.00	0.00
NEBRASKA	7.14	7.14	3.57	12.50	0.00	69.64	0.00	0.00
NEVADA	0.00	25.00	75.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	13.64	22.73	4.55	36.36	0.00	0.00	22.73	0.00
NEW JERSEY	1.79	8.04	25.89	50.89	10.71	0.00	0.89	1.78
NEW MEXICO	18.18	24.24	24.24	0.00	0.00	33.33	0.00	0.00
NEW YORK	6.43	13.62	22.11	12.60	39.85	4.11	0.00	1.29
NORTH CAROLINA	31.25	18.75	5.21	0.00	0.00	44.79	0.00	0.00
NORTH DAKOTA	7.69	38.46	0.00	0.00	0.00	53.85	0.00	0.00
OHIO	17.39	7.07	40.22	10.33	0.54	24.46	.	0.00
OKLAHOMA	26.92	11.54	23.08	3.85	3.85	30.77	0.00	0.00
OREGON	39.73	10.96	10.96	1.37	0.00	36.99	0.00	0.00
PENNSYLVANIA	34.95	13.11	17.48	0.49	11.17	0.49	22.33	0.00
PUERTO RICO	22.40	24.04	37.16	8.74	4.92	0.55	0.00	2.19
RHODE ISLAND	5.26	5.26	5.26	84.21	0.00	0.00	0.00	0.00
SOUTH CAROLINA	23.40	29.79	8.51	0.00	0.00	38.30	0.00	0.00
SOUTH DAKOTA	16.67	16.67	0.00	22.22	0.00	27.78	16.67	0.00
TENNESSEE	12.80	18.40	23.20	14.40	0.00	31.20	0.00	0.00
TEXAS	11.84	57.89	10.53	17.11	0.00	2.63	0.00	0.00
UTAH	6.38	27.66	0.00	2.13	0.00	63.83	0.00	0.00
VERMONT	46.67	6.67	0.00	0.00	6.67	13.33	26.67	0.00
VIRGINIA	12.04	13.89	17.59	0.00	0.00	52.78	3.70	0.00
WASHINGTON	26.79	35.71	25.00	7.14	0.00	5.36	0.00	0.00
WEST VIRGINIA	20.51	20.51	10.26	0.00	0.00	12.82	35.90	0.00
WISCONSIN	57.89	5.26	31.58	5.26	0.00	0.00	0.00	0.00
WYOMING	50.00	25.00	5.00	15.00	0.00	5.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	18.68	15.90	24.43	9.08	5.54	23.68	2.37	0.32
50 STATES, D.C. & P.R.	18.62	15.92	24.40	9.09	5.55	23.71	2.38	0.32

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	76	30	0	0	0	7
ALASKA	2	5	26	0	0	0	0	0
ARIZONA	3	16	72	70	52	17	2	3
ARKANSAS	2	5	16	0	7	4	0	0
CALIFORNIA	22	8	748	87	80	0	0	0
COLORADO	10	34	180	53	0	17	1	2
CONNECTICUT	1	8	30	43	33	1	12	3
DELAWARE	0	1	0	3	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	1	28	6	8	0
FLORIDA	0	0	0	0	0	0	0	0
GEORGIA	0	0	0	0	0	0	0	0
HAWAII	0	0	27	3	0	0	0	0
IDAHO	0	1	2	0	0	0	0	0
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0	0	19	113	0	6	3	0
IOWA	0	0	67	44	0	0	0	1
KANSAS	7	0	14	9	0	50	1	16
KENTUCKY	1	4	68	32	17	4	0	4
LOUISIANA	0	1	45	28	0	14	1	7
MAINE	5	23	44	4	3	6	6	2
MARYLAND	13	16	54	282	22	14	26	6
MASSACHUSETTS	60	23	39	10	15	8	7	2
MICHIGAN	7	0	20	274	.	2	0	7
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	1	1	12	7	0	8	1	1
MISSOURI	2	4	6	35	2	33	0	2
MONTANA	4	3	38	0	0	3	0	0
NEBRASKA	9	1	18	10	1	7	2	2
NEVADA	1	0	7	31	0	0	0	0
NEW HAMPSHIRE	6	1	2	2	9	2	4	1
NEW JERSEY	11	22	31	325	235	64	26	10
NEW MEXICO	0	2	35	3	0	5	0	1
NEW YORK	8	32	244	573	423	43	72	36
NORTH CAROLINA	1	9	58	35	4	87	19	1
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	6	20	506	1,504	0	0	.	15
OKLAHOMA	2	4	65	17	0	67	1	8
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	2	0	41	8	20	5	33	237
RHODE ISLAND	0	0	3	0	4	0	0	0
SOUTH CAROLINA	4	1	61	2	0	31	0	0
SOUTH DAKOTA	1	7	7	0	6	13	43	0
TENNESSEE	5	8	176	13	20	5	0	3
TEXAS	2	66	197	75	1	20	50	40
UTAH	6	3	63	105	0	18	0	1
VERMONT	3	1	28	0	0	1	0	1
VIRGINIA	1	4	91	5	0	32	12	5
WASHINGTON	5	42	168	3	1	1	0	1
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	49	228	578	105	0	72	1	1
WYOMING	0	0	0	0	0	5	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	262	604	3,983	3,944	983	671	331	426
50 STATES, D.C. & P.R.	262	604	3,982	3,944	983	671	331	426

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.00	0.00	67.26	26.55	0.00	0.00	0.00	6.19
ALASKA	6.06	15.15	78.79	0.00	0.00	0.00	0.00	0.00
ARIZONA	1.28	6.81	30.64	29.79	22.13	7.23	0.85	1.28
ARKANSAS	5.88	14.71	47.06	0.00	20.59	11.76	0.00	0.00
CALIFORNIA	2.33	0.85	79.15	9.21	8.47	0.00	0.00	0.00
COLORADO	3.37	11.45	60.61	17.85	0.00	5.72	0.34	0.67
CONNECTICUT	0.76	6.11	22.90	32.82	25.19	0.76	9.16	2.29
DELAWARE	0.00	25.00	0.00	75.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	2.33	65.12	13.95	18.60	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.00	0.00	90.00	10.00	0.00	0.00	0.00	0.00
IDAHO	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	0.00	0.00	13.48	80.14	0.00	4.26	2.13	0.00
IOWA	0.00	0.00	59.82	39.29	0.00	0.00	0.00	0.89
KANSAS	7.22	0.00	14.43	9.28	0.00	51.55	1.03	16.49
KENTUCKY	0.77	3.08	52.31	24.62	13.08	3.08	0.00	3.08
LOUISIANA	0.00	1.04	46.88	29.17	0.00	14.58	1.04	7.29
MAINE	5.38	24.73	47.31	4.30	3.23	6.45	6.45	2.15
MARYLAND	3.00	3.70	12.47	65.13	5.08	3.23	6.00	1.39
MASSACHUSETTS	36.59	14.02	23.78	6.10	9.15	4.88	4.27	1.22
MICHIGAN	2.26	0.00	6.45	88.39	.	0.65	0.00	2.26
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	3.23	3.23	38.71	22.58	0.00	25.81	3.23	3.23
MISSOURI	2.38	4.76	7.14	41.67	2.38	39.29	0.00	2.38
MONTANA	8.33	6.25	79.17	0.00	0.00	6.25	0.00	0.00
NEBRASKA	18.00	2.00	36.00	20.00	2.00	14.00	4.00	4.00
NEVADA	2.56	0.00	17.95	79.49	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	22.22	3.70	7.41	7.41	33.33	7.41	14.81	3.70
NEW JERSEY	1.52	3.04	4.28	44.89	32.46	8.84	3.59	1.38
NEW MEXICO	0.00	4.35	76.09	6.52	0.00	10.87	0.00	2.17
NEW YORK	0.56	2.24	17.05	40.04	29.56	3.00	5.03	2.52
NORTH CAROLINA	0.47	4.21	27.10	16.36	1.87	40.65	8.88	0.47
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	0.29	0.98	24.67	73.33	0.00	0.00	.	0.73
OKLAHOMA	1.22	2.44	39.63	10.37	0.00	40.85	0.61	4.88
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0.58	0.00	11.85	2.31	5.78	1.45	9.54	68.50
RHODE ISLAND	0.00	0.00	42.86	0.00	57.14	0.00	0.00	0.00
SOUTH CAROLINA	4.04	1.01	61.62	2.02	0.00	31.31	0.00	0.00
SOUTH DAKOTA	1.30	9.09	9.09	0.00	7.79	16.88	55.84	0.00
TENNESSEE	2.17	3.48	76.52	5.65	8.70	2.17	0.00	1.30
TEXAS	0.44	14.63	43.68	16.63	0.22	4.43	11.09	8.87
UTAH	3.06	1.53	32.14	53.57	0.00	9.18	0.00	0.51
VERMONT	8.82	2.94	82.35	0.00	0.00	2.94	0.00	2.94
VIRGINIA	0.67	2.67	60.67	3.33	0.00	21.33	8.00	3.33
WASHINGTON	2.26	19.00	76.02	1.36	0.45	0.45	0.00	0.45
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	4.74	22.05	55.90	10.15	0.00	6.96	0.10	0.10
WYOMING	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	2.34	5.39	35.55	35.20	8.77	5.99	2.95	3.80
50 STATES, D.C. & P.R.	2.34	5.39	35.54	35.20	8.77	5.99	2.95	3.80

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	17	6	15	2	1	0	0	6
ALASKA	2	6	1	0	0	0	0	0
ARIZONA	8	10	17	12	3	0	1	5
ARKANSAS	1	0	1	0	0	0	2	0
CALIFORNIA	108	45	470	55	5	0	0	0
COLORADO	14	17	12	1	0	0	0	0
CONNECTICUT	0	2	0	2	3	0	0	3
DELAWARE	3	4	2	17	0	0	0	1
DISTRICT OF COLUMBIA	0	0	0	17	0	0	0	0
FLORIDA	16	26	112	33	2	0	0	1
GEORGIA	1	20	33	0	0	0	0	1
HAWAII	1	0	12	1	0	0	0	1
IDAHO	7	1	2	1	0	0	0	0
ILLINOIS	11	11	104	108	27	18	11	8
INDIANA	2	7	19	12	0	0	0	0
IOWA	10	24	10	0	0	2	0	64
KANSAS	18	2	3	0	0	0	3	1
KENTUCKY	11	8	8	0	0	0	0	1
LOUISIANA	10	15	34	9	0	14	0	0
MAINE	6	3	0	0	0	0	0	0
MARYLAND	12	10	6	3	0	0	0	0
MASSACHUSETTS	30	11	19	5	8	4	3	1
MICHIGAN	114	76	114	29	.	0	0	12
MINNESOTA	6	12	16	6	.	.	.	0
MISSISSIPPI	1	14	25	3	0	1	0	12
MISSOURI	42	30	2	58	0	0	0	2
MONTANA	1	2	3	0	0	0	0	0
NEBRASKA	9	3	3	0	0	0	0	2
NEVADA	1	0	2	0	0	0	0	0
NEW HAMPSHIRE	6	3	0	1	0	0	0	0
NEW JERSEY	3	7	10	27	13	0	0	1
NEW MEXICO	10	13	20	0	0	0	0	3
NEW YORK	22	25	35	34	42	3	0	10
NORTH CAROLINA	23	9	10	12	3	0	0	4
NORTH DAKOTA	2	3	2	0	0	1	4	0
OHIO	28	24	110	13	0	0	.	198
OKLAHOMA	3	3	5	1	0	1	0	0
OREGON	26	14	21	1	0	0	1	3
PENNSYLVANIA	1	10	46	103	9	11	0	6
PUERTO RICO	49	8	12	4	57	0	0	8
RHODE ISLAND	2	1	0	0	4	0	0	1
SOUTH CAROLINA	10	24	19	5	0	1	1	2
SOUTH DAKOTA	0	2	0	0	0	0	10	0
TENNESSEE	17	6	46	4	0	0	0	6
TEXAS	31	74	119	18	0	0	2	32
UTAH	2	0	6	5	0	0	0	0
VERMONT	3	1	1	0	0	0	0	1
VIRGINIA	14	3	18	6	0	0	2	0
WASHINGTON	10	13	17	2	0	0	0	0
WEST VIRGINIA	5	5	32	0	0	19	0	0
WISCONSIN	7	6	5	1	0	0	0	1
WYOMING	18	5	2	0	0	2	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	755	624	1,581	611	177	77	41	397
50 STATES, D.C. & P.R.	754	624	1,581	611	177	77	41	397

DATA AS OF OCTOBER 1, 1991.

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	36.17	12.77	31.91	4.26	2.13	0.00	0.00	12.77
ALASKA	22.22	66.67	11.11	0.00	0.00	0.00	0.00	0.00
ARIZONA	14.29	17.86	30.36	21.43	5.36	0.00	1.79	8.93
ARKANSAS	25.00	0.00	25.00	0.00	0.00	0.00	50.00	0.00
CALIFORNIA	15.81	6.59	68.81	8.05	0.73	0.00	0.00	0.00
COLORADO	31.82	38.64	27.27	2.27	0.00	0.00	0.00	0.00
CONNECTICUT	0.00	20.00	0.00	20.00	30.00	0.00	0.00	30.00
DELAWARE	11.11	14.81	7.41	62.96	0.00	0.00	0.00	3.70
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	8.42	13.68	58.95	17.37	1.05	0.00	0.00	0.53
GEORGIA	1.82	36.36	60.00	0.00	0.00	0.00	0.00	1.82
HAWAII	6.67	0.00	80.00	6.67	0.00	0.00	0.00	6.67
IDAHO	63.64	9.09	18.18	9.09	0.00	0.00	0.00	0.00
ILLINOIS	3.69	3.69	34.90	36.24	9.06	6.04	3.69	2.68
INDIANA	5.00	17.50	47.50	30.00	0.00	0.00	0.00	0.00
IOWA	9.09	21.82	9.09	0.00	0.00	1.82	0.00	58.18
KANSAS	66.67	7.41	11.11	0.00	0.00	0.00	11.11	3.70
KENTUCKY	39.29	28.57	28.57	0.00	0.00	0.00	0.00	3.57
LOUISIANA	12.20	18.29	41.46	10.98	0.00	17.07	0.00	0.00
MAINE	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	38.71	32.26	19.35	9.68	0.00	0.00	0.00	0.00
MASSACHUSETTS	37.04	13.58	23.46	6.17	9.88	4.94	3.70	1.23
MICHIGAN	33.04	22.03	33.04	8.41	.	0.00	0.00	3.48
MINNESOTA	15.00	30.00	40.00	15.00	.	.	.	0.00
MISSISSIPPI	1.79	25.00	44.64	5.36	0.00	1.79	0.00	21.43
MISSOURI	31.34	22.39	1.49	43.28	0.00	0.00	0.00	1.49
MONTANA	16.67	33.33	50.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	52.94	17.65	17.65	0.00	0.00	0.00	0.00	11.76
NEVADA	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	60.00	30.00	0.00	10.00	0.00	0.00	0.00	0.00
NEW JERSEY	4.92	11.48	16.39	44.26	21.31	0.00	0.00	1.64
NEW MEXICO	21.74	28.26	43.48	0.00	0.00	0.00	0.00	6.52
NEW YORK	12.87	14.62	20.47	19.88	24.56	1.75	0.00	5.85
NORTH CAROLINA	37.70	14.75	16.39	19.67	4.92	0.00	0.00	6.56
NORTH DAKOTA	16.67	25.00	16.67	0.00	0.00	8.33	33.33	0.00
OHIO	7.51	6.43	29.49	3.49	0.00	0.00	.	53.08
OKLAHOMA	23.08	23.08	38.46	7.69	0.00	7.69	0.00	0.00
OREGON	39.39	21.21	31.82	1.52	0.00	0.00	1.52	4.55
PENNSYLVANIA	0.54	5.38	24.73	55.38	4.84	5.91	0.00	3.23
PUERTO RICO	35.51	5.80	8.70	2.90	41.30	0.00	0.00	5.80
RHODE ISLAND	25.00	12.50	0.00	0.00	50.00	0.00	0.00	12.50
SOUTH CAROLINA	16.13	38.71	30.65	8.06	0.00	1.61	1.61	3.23
SOUTH DAKOTA	0.00	16.67	0.00	0.00	0.00	0.00	83.33	0.00
TENNESSEE	21.52	7.59	58.23	5.06	0.00	0.00	0.00	7.59
TEXAS	11.23	26.81	43.12	6.52	0.00	0.00	0.72	11.59
UTAH	15.38	0.00	46.15	38.46	0.00	0.00	0.00	0.00
VERMONT	50.00	16.67	16.67	0.00	0.00	0.00	0.00	16.67
VIRGINIA	32.56	6.98	41.86	13.95	0.00	0.00	4.65	0.00
WASHINGTON	23.81	30.95	40.48	4.76	0.00	0.00	0.00	0.00
WEST VIRGINIA	8.20	8.20	52.46	0.00	0.00	31.15	0.00	0.00
WISCONSIN	35.00	30.00	25.00	5.00	0.00	0.00	0.00	5.00
WYOMING	64.29	17.86	7.14	0.00	0.00	7.14	3.57	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	17.71	14.64	37.09	14.33	4.15	1.81	0.96	9.31
50 STATES, D.C. & P.R.	17.69	14.64	37.10	14.34	4.15	1.81	0.96	9.31

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	17	4	8	3	0	0	0	27
ALASKA	1	1	3	0	0	0	0	0
ARIZONA	1	3	5	0	0	0	0	18
ARKANSAS	5	10	5	0	2	0	1	0
CALIFORNIA	167	44	287	34	38	0	0	0
COLORADO	.	.	.	.	.	0	.	.
CONNECTICUT	9	1	2	6	6	0	6	5
DELAWARE	51	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	5	6	0	0	0
FLORIDA	0	0	32	28	2	4	8	166
GEORGIA	0	15	6	1	0	0	0	4
HAWAII	2	1	10	0	0	0	0	0
IDAHO	3	0	0	0	0	0	0	10
ILLINOIS	3	2	29	25	16	1	1	77
INDIANA	0	0	8	9	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	4	3	3	0	0	0	0	1
KENTUCKY	9	4	5	1	0	0	0	2
LOUISIANA	11	16	-61	15	1	0	2	5
MAINE	4	6	2	0	0	0	0	1
MARYLAND	11	2	11	16	5	0	4	5
MASSACHUSETTS	39	15	25	6	10	5	4	2
MICHIGAN	9	11	37	91	.	0	0	1
MINNESOTA	5	10	17	3	.	.	.	1
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	20	6	2	2	0	2	0	14
MONTANA	5	4	2	3	0	0	0	1
NEBRASKA	8	4	5	3	0	8	0	2
NEVADA	0	8	0	1	0	0	0	3
NEW HAMPSHIRE	8	9	3	2	4	0	1	0
NEW JERSEY	2	8	23	8	0	0	0	10
NEW MEXICO	1	2	8	0	0	0	0	0
NEW YORK	11	58	56	184	50	19	26	18
NORTH CAROLINA	36	25	43	37	1	0	3	7
NORTH DAKOTA	3	1	1	1	0	0	1	1
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	5	0	0	1	2	0	0	0
OREGON	21	11	22	2	3	0	0	7
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	35	16	12	16	0	0	0	3
RHODE ISLAND	3	1	1	0	3	0	1	12
SOUTH CAROLINA	0	0	8	1	0	0	0	0
SOUTH DAKOTA	0	2	1	0	0	0	8	1
TENNESSEE	13	10	24	4	4	0	0	64
TEXAS	71	156	257	47	1	0	10	172
UTAH	0	3	8	0	0	0	0	0
VERMONT	3	0	1	0	0	0	1	0
VIRGINIA	4	9	32	6	1	0	0	7
WASHINGTON	38	78	59	10	2	0	1	3
WEST VIRGINIA	2	7	28	0	0	22	0	1
WISCONSIN	7	0	7	1	0	0	0	0
WYOMING	33	32	5	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	681	598	1,164	572	157	62	78	651
50 STATES, D.C. & P.R.	680	598	1,164	572	157	62	78	651

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	28.81	6.78	13.56	5.08	0.00	0.00	0.00	45.76
ALASKA	20.00	20.00	60.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	3.70	11.11	18.52	0.00	0.00	0.00	0.00	66.67
ARKANSAS	21.74	43.48	21.74	0.00	8.70	0.00	4.35	0.00
CALIFORNIA	29.30	7.72	50.35	5.96	6.67	0.00	0.00	0.00
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	25.71	2.86	5.71	17.14	17.14	0.00	17.14	14.29
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	45.45	54.55	0.00	0.00	0.00
FLORIDA	0.00	0.00	13.33	11.67	0.83	1.67	3.33	69.17
GEORGIA	0.00	57.69	23.08	3.85	0.00	0.00	0.00	15.38
HAWAII	15.38	7.69	76.92	0.00	0.00	0.00	0.00	0.00
IDAHO	23.08	0.00	0.00	0.00	0.00	0.00	0.00	76.92
ILLINOIS	1.95	1.30	18.83	16.23	10.39	0.65	0.65	50.00
INDIANA	0.00	0.00	47.06	52.94	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.	.	.	.
KANSAS	36.36	27.27	27.27	0.00	0.00	0.00	0.00	9.09
KENTUCKY	42.86	19.05	23.81	4.76	0.00	0.00	0.00	9.52
LOUISIANA	9.91	14.41	54.95	13.51	0.90	0.00	1.80	4.50
MAINE	30.77	46.15	15.38	0.00	0.00	0.00	0.00	7.69
MARYLAND	20.37	3.70	20.37	29.63	9.26	0.00	7.41	9.26
MASSACHUSETTS	36.79	14.15	23.58	5.66	9.43	4.72	3.77	1.89
MICHIGAN	6.04	7.38	24.83	61.07	.	0.00	0.00	0.67
MINNESOTA	13.89	27.78	47.22	8.33	.	.	.	2.78
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	43.48	13.04	4.35	4.35	0.00	4.35	0.00	30.43
MONTANA	33.33	26.67	13.33	20.00	0.00	0.00	0.00	6.67
NEBRASKA	26.67	13.33	16.67	10.00	0.00	26.67	0.00	6.67
NEVADA	0.00	66.67	0.00	8.33	0.00	0.00	0.00	25.00
NEW HAMPSHIRE	29.63	33.33	11.11	7.41	14.81	0.00	3.70	0.00
NEW JERSEY	3.92	15.69	45.10	15.69	0.00	0.00	0.00	19.61
NEW MEXICO	9.09	18.18	72.73	0.00	0.00	0.00	0.00	0.00
NEW YORK	2.61	13.74	13.27	43.60	11.85	4.50	6.16	4.27
NORTH CAROLINA	23.68	16.45	28.29	24.34	0.66	0.00	1.97	4.61
NORTH DAKOTA	37.50	12.50	12.50	12.50	0.00	0.00	12.50	12.50
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	62.50	0.00	0.00	12.50	25.00	0.00	0.00	0.00
OREGON	31.82	16.67	33.33	3.03	4.55	0.00	0.00	10.61
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	42.68	19.51	14.63	19.51	0.00	0.00	0.00	3.66
RHODE ISLAND	14.29	4.76	4.76	0.00	14.29	0.00	4.76	57.14
SOUTH CAROLINA	0.00	0.00	88.89	11.11	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	16.67	8.33	0.00	0.00	0.00	66.67	8.33
TENNESSEE	10.92	8.40	20.17	3.36	3.36	0.00	0.00	53.78
TEXAS	9.94	21.85	35.99	6.58	0.14	0.00	1.40	24.09
UTAH	0.00	27.27	72.73	0.00	0.00	0.00	0.00	0.00
VERMONT	60.00	0.00	20.00	0.00	0.00	0.00	20.00	0.00
VIRGINIA	6.78	15.25	54.24	10.17	1.69	0.00	0.00	11.86
WASHINGTON	19.90	40.84	30.89	5.24	1.05	0.00	0.52	1.57
WEST VIRGINIA	3.33	11.67	46.67	0.00	0.00	36.67	0.00	1.67
WISCONSIN	46.67	0.00	46.67	6.67	0.00	0.00	0.00	0.00
WYOMING	46.48	45.07	7.04	0.00	0.00	1.41	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	17.18	15.09	29.37	14.43	3.96	1.56	1.97	16.43
50 STATES, D.C. & P.R.	17.16	15.09	29.38	14.44	3.96	1.56	1.97	16.43

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	7	3	4	2	0	20	0	0
ALASKA	1	1	0	0	0	0	0	0
ARIZONA	6	6	0	4	0	22	0	0
ARKANSAS	1	2	1	0	0	11	0	0
CALIFORNIA	31	7	105	12	1	3	0	0
COLORADO	6	3	0	0	0	1	0	0
CONNECTICUT	8	3	7	9	6	0	13	0
DELAWARE	3	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	12	7	11	3	0	22	0	0
GEORGIA	3	15	2	0	0	17	0	0
HAWAII	3	2	1	0	0	0	0	0
IDAHO	1	1	0	0	0	0	0	0
ILLINOIS	5	8	30	1	3	28	0	0
INDIANA	4	17	3	5	0	11	0	0
IOWA	1	0	1	1	0	17	0	0
KANSAS	5	3	0	0	0	12	0	1
KENTUCKY	7	14	1	1	0	10	0	0
LOUISIANA	11	5	11	2	0	15	0	1
MAINE	3	2	0	0	0	0	0	0
MARYLAND	8	1	1	13	0	30	0	0
MASSACHUSETTS	17	6	11	3	4	2	2	1
MICHIGAN	33	12	12	16	.	0	0	2
MINNESOTA	3	3	7	1	.	.	.	1
MISSISSIPPI	0	3	1	0	0	9	0	1
MISSOURI	8	6	4	15	0	9	2	0
MONTANA	1	0	7	1	0	3	0	0
NEBRASKA	4	3	0	0	0	7	0	0
NEVADA	0	1	1	0	0	0	0	0
NEW HAMPSHIRE	2	0	0	5	1	0	3	0
NEW JERSEY	14	3	1	3	3	0	0	0
NEW MEXICO	4	0	2	0	0	3	0	0
NEW YORK	13	32	17	14	36	15	1	1
NORTH CAROLINA	17	7	2	0	0	13	0	0
NORTH DAKOTA	4	0	0	0	0	1	0	0
OHIO	19	13	8	2	0	23	.	0
OKLAHOMA	2	0	0	0	0	9	0	0
OREGON	8	2	3	0	0	20	0	0
PENNSYLVANIA	45	14	3	4	0	0	15	0
PUERTO RICO	45	23	16	6	2	3	0	12
RHODE ISLAND	0	3	0	0	0	0	2	0
SOUTH CAROLINA	7	5	3	0	0	12	0	0
SOUTH DAKOTA	1	3	0	1	0	8	0	0
TENNESSEE	20	3	7	7	0	14	1	0
TEXAS	11	37	36	1	1	1	0	0
UTAH	4	9	1	0	0	0	0	0
VERMONT	2	0	1	0	0	0	0	0
VIRGINIA	15	0	3	2	0	12	0	0
WASHINGTON	2	1	1	0	0	0	0	0
WEST VIRGINIA	3	0	0	0	0	4	12	0
WISCONSIN	7	4	1	0	0	4	0	0
WYOMING	10	3	0	0	0	2	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	447	296	327	134	57	393	51	20
50 STATES, D.C. & P.R.	447	296	326	134	57	393	51	20

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING THE 1989-90 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	19.44	8.33	11.11	5.56	0.00	55.56	0.00	0.00
ALASKA	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	15.79	15.79	0.00	10.53	0.00	57.89	0.00	0.00
ARKANSAS	6.67	13.33	6.67	0.00	0.00	73.33	0.00	0.00
CALIFORNIA	19.50	4.40	66.04	7.55	0.63	1.89	0.00	0.00
COLORADO	60.00	30.00	0.00	0.00	0.00	10.00	0.00	0.00
CONNECTICUT	17.39	6.52	15.22	19.57	13.04	0.00	28.26	0.00
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	21.82	12.73	20.00	5.45	0.00	40.00	0.00	0.00
GEORGIA	8.11	40.54	5.41	0.00	0.00	45.95	0.00	0.00
HAWAII	50.00	33.33	16.67	0.00	0.00	0.00	0.00	0.00
IDAHO	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	6.67	10.67	40.00	1.33	4.00	37.33	0.00	0.00
INDIANA	10.00	42.50	7.50	12.50	0.00	27.50	0.00	0.00
IOWA	5.00	0.00	5.00	5.00	0.00	85.00	0.00	0.00
KANSAS	23.81	14.29	0.00	0.00	0.00	57.14	0.00	4.76
KENTUCKY	21.21	42.42	3.03	3.03	0.00	30.30	0.00	0.00
LOUISIANA	24.44	11.11	24.44	4.44	0.00	33.33	0.00	2.22
MAINE	60.00	40.00	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	15.09	1.89	1.89	24.53	0.00	56.60	0.00	0.00
MASSACHUSETTS	36.96	13.04	23.91	6.52	8.70	4.35	4.35	2.17
MICHIGAN	44.00	16.00	16.00	21.33	.	0.00	0.00	2.67
MINNESOTA	20.00	20.00	46.67	6.67	.	.	.	6.67
MISSISSIPPI	0.00	21.43	7.14	0.00	0.00	64.29	0.00	7.14
MISSOURI	18.18	13.64	9.09	34.09	0.00	20.45	4.55	0.00
MONTANA	8.33	0.00	58.33	8.33	0.00	25.00	0.00	0.00
NEBRASKA	28.57	21.43	0.00	0.00	0.00	50.00	0.00	0.00
NEVADA	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	18.18	0.00	0.00	45.45	9.09	0.00	27.27	0.00
NEW JERSEY	58.33	12.50	4.17	12.50	12.50	0.00	0.00	0.00
NEW MEXICO	44.44	0.00	22.22	0.00	0.00	33.33	0.00	0.00
NEW YORK	10.08	24.81	13.18	10.85	27.91	11.63	0.78	0.78
NORTH CAROLINA	43.59	17.95	5.13	0.00	0.00	33.33	0.00	0.00
NORTH DAKOTA	80.00	0.00	0.00	0.00	0.00	20.00	0.00	0.00
OHIO	29.23	20.00	12.31	3.08	0.00	35.38	.	0.00
OKLAHOMA	18.18	0.00	0.00	0.00	0.00	81.82	0.00	0.00
OREGON	24.24	6.06	9.09	0.00	0.00	60.61	0.00	0.00
PENNSYLVANIA	55.56	17.28	3.70	4.94	0.00	0.00	18.52	0.00
PUERTO RICO	42.06	21.50	14.95	5.61	1.87	2.80	0.00	11.21
RHODE ISLAND	0.00	60.00	0.00	0.00	0.00	0.00	40.00	0.00
SOUTH CAROLINA	25.93	18.52	11.11	0.00	0.00	44.44	0.00	0.00
SOUTH DAKOTA	7.69	23.08	0.00	7.69	0.00	61.54	0.00	0.00
TENNESSEE	38.46	5.77	13.46	13.46	0.00	26.92	1.92	0.00
TEXAS	12.64	42.53	41.38	1.15	1.15	1.15	0.00	0.00
UTAH	28.57	64.29	7.14	0.00	0.00	0.00	0.00	0.00
VERMONT	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
VIRGINIA	46.88	0.00	9.38	6.25	0.00	37.50	0.00	0.00
WASHINGTON	50.00	25.00	25.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	15.79	0.00	0.00	0.00	0.00	21.05	63.16	0.00
WISCONSIN	43.75	25.00	6.25	0.00	0.00	25.00	0.00	0.00
WYOMING	66.67	20.00	0.00	0.00	0.00	13.33	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	25.91	17.16	18.96	7.77	3.30	22.78	2.96	1.16
50 STATES, D.C. & P.R.	25.93	17.17	18.91	7.77	3.31	22.80	2.96	1.16

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

DEAF-BLINDNESS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	1	0	0	7	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	1	0	0	2	0	0
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	1	0	26	3	3	24	0	0
COLORADO	0	0	9	7	0	7	1	1
CONNECTICUT	2	0	0	0	1	0	1	0
DELAWARE	0	0	0	4	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	3	0	0	0	0
FLORIDA	0	0	1	5	0	1	0	0
GEORGIA	0	0	0	0	0	6	0	0
HAWAII	0	0	4	0	0	0	0	0
IDAHO	0	0	1	0	0	0	0	0
ILLINOIS	0	0	0	0	0	10	0	0
INDIANA	0	0	4	3	0	0	0	0
IOWA	0	0	4	0	0	2	0	0
KANSAS	3	0	10	0	0	9	0	0
KENTUCKY	0	13	0	0	0	0	0	0
LOUISIANA	0	0	0	3	0	3	0	0
MAINE	0	0	0	0	0	1	0	0
MARYLAND	0	0	0	1	0	9	0	0
MASSACHUSETTS	3	1	2	0	1	0	0	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	0	0	0	.	.	.	0
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	0	0	0	8	0	8	0	2
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	1	0	0	0	0
NEW JERSEY	0	0	0	5	1	18	2	0
NEW MEXICO	0	0	4	0	0	2	0	0
NEW YORK	1	0	2	5	6	0	0	1
NORTH CAROLINA	0	0	0	0	0	2	0	0
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	0	0	0	0	0	0	.	0
OKLAHOMA	0	0	2	0	0	0	0	0
OREGON	0	0	1	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	0	2	2	12	1	1	0	2
RHODE ISLAND	0	0	0	0	1	0	1	0
SOUTH CAROLINA	0	0	2	0	0	1	0	0
SOUTH DAKOTA	0	0	0	0	0	7	2	0
TENNESSEE	0	1	0	0	0	2	0	0
TEXAS	0	2	4	1	0	0	0	0
UTAH	0	0	1	1	0	11	0	0
VERMONT	0	0	0	0	0	0	1	0
VIRGINIA	0	0	1	0	0	4	0	0
WASHINGTON	0	0	1	1	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	0	3	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	10	19	83	63	14	137	11	6
50 STATES, D.C. & P.R.	10	19	83	63	14	137	11	6

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
8OCT91

TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING THE 1989-90 SCHOOL YEAR

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	0.00	0.00	12.50	0.00	0.00	87.50	0.00	0.00
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	0.00	0.00	33.33	0.00	0.00	66.67	0.00	0.00
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	1.75	0.00	45.61	5.26	5.26	42.11	0.00	0.00
COLORADO	0.00	0.00	36.00	28.00	0.00	28.00	4.00	4.00
CONNECTICUT	50.00	0.00	0.00	0.00	25.00	0.00	25.00	0.00
DELAWARE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	14.29	71.43	0.00	14.29	0.00	0.00
GEORGIA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
HAWAII	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IDAHO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
INDIANA	0.00	0.00	57.14	42.86	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	66.67	0.00	0.00	33.33	0.00	0.00
KANSAS	13.64	0.00	45.45	0.00	0.00	40.91	0.00	0.00
KENTUCKY	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	0.00	50.00	0.00	50.00	0.00	0.00
MAINE	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MARYLAND	0.00	0.00	0.00	10.00	0.00	90.00	0.00	0.00
MASSACHUSETTS	42.86	14.29	28.57	0.00	14.29	0.00	0.00	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	0.00	0.00	0.00	44.44	0.00	44.44	0.00	11.11
MONTANA	.	.	.	.	.	.	.	.
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
NEW JERSEY	0.00	0.00	0.00	19.23	3.85	69.23	7.69	0.00
NEW MEXICO	0.00	0.00	66.67	0.00	0.00	33.33	0.00	0.00
NEW YORK	6.67	0.00	13.33	33.33	40.00	0.00	0.00	6.67
NORTH CAROLINA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
OREGON	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0.00	10.00	10.00	60.00	5.00	5.00	0.00	10.00
RHODE ISLAND	0.00	0.00	0.00	0.00	50.00	0.00	50.00	0.00
SOUTH CAROLINA	0.00	0.00	66.67	0.00	0.00	33.33	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00	77.78	22.22	0.00
TENNESSEE	0.00	33.33	0.00	0.00	0.00	66.67	0.00	0.00
TEXAS	0.00	28.57	57.14	14.29	0.00	0.00	0.00	0.00
UTAH	0.00	0.00	7.69	7.69	0.00	84.62	0.00	0.00
VERMONT	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
VIRGINIA	0.00	0.00	20.00	0.00	0.00	80.00	0.00	0.00
WASHINGTON	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	2.92	5.54	24.20	18.37	4.08	39.94	3.21	1.75
50 STATES, D.C. & P.R.	2.92	5.54	24.20	18.37	4.08	39.94	3.21	1.75

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNP1A)
8OCT91

TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH VARIOUS DISABILITIES AGE 6-21

DURING THE 1989-90 SCHOOL YEAR

STATE	ALL DISABILITIES		SPECIFIC LEARNING DISABILITIES		SPEECH OR LANGUAGE IMPAIRMENTS		MENTAL RETARDATION	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4 627	512	1,368	138	477	58	1,799	107
ALASKA	786	24	236	4	147	8	23	0
ARIZONA	3,449	57	1,074	9	441	20	416	6
ARKANSAS	2,722	57	460	3	422	27	334	12
CALIFORNIA	23,349	1,213	13,086	680	6,084	316	1,446	75
COLORADO	3,511	56	1,747	11	533	18	193	8
CONNECTICUT	4,087	19	1,533	2	553	5	495	1
DELAWARE	1,019	33	328	11	83	5	79	0
DISTRICT OF COLUMBIA	759	61	332	17	92	8	156	6
FLORIDA	12,435	2,487	2,610	580	1,875	300	1,771	332
GEORGIA	7,101	393	1,720	45	820	72	2,457	103
HAWAII	1,143	28	92	4	104	7	70	0
IDAHO	905	131	423	50	117	26	161	11
ILLINOIS	16,588	511	5,128	101	2,315	107	2,450	98
INDIANA	5,458	1,108	1,944	409	728	143	1,766	325
IOWA	4,199	443	611	30	410	2	706	15
KANSAS	2,968	68	778	9	453	17	415	14
KENTUCKY	4,340	300	1,284	99	552	47	1,422	94
LOUISIANA	6,118	1,436	1,739	489	1,127	140	926	247
MAINE	1,792	201	671	46	297	47	286	17
MARYLAND	6,040	85	1,716	13	921	25	523	7
MASSACHUSETTS	7,782	466	.	.	.	.	.	.
MICHIGAN	9,597	574	3,797	259	1,142	28	1,351	72
MINNESOTA	6,427	267	2,463	47	1,097	4	1,519	28
MISSISSIPPI	3,539	335	2,005	146	505	91	777	61
MISSOURI	6,635	532	2,837	167	1,099	41	1,477	113
MONTANA	902	260	544	.	12	.	174	.
NEBRASKA	1,910	31	779	2	322	14	439	3
NEVADA	1,070	83	509	14	139	11	94	6
NEW HAMPSHIRE	1,618	324	636	106	399	45	200	26
NEW JERSEY	13,841	535	4,862	249	2,050	49	675	34
NEW MEXICO	2,685	536	52	13	415	93	36	7
NEW YORK	28,601	6,357	7,010	1,220	2,963	634	1,969	386
NORTH CAROLINA	6,348	874	2,455	212	702	164	1,731	150
NORTH DAKOTA	789	77	300	24	198	24	205	10
OHIO	11,702	285	3,719	83	1,137	34	3,798	39
OKLAHOMA	3,635	203	1,496	64	521	37	1,041	52
OREGON	2,456	120	1,047	25	453	29	377	14
PENNSYLVANIA	12,732	1,246	3,601	277	1,449	96	2,553	199
PUERTO RICO	2,666	37	67	0	27	0	799	0
RHODE ISLAND	1,243	18	517	7	166	6	84	0
SOUTH CAROLINA	4,144	256	1,506	83	565	62	1,176	49
SOUTH DAKOTA	995	90	.	.	218	25	.	.
TENNESSEE	4,713	193	2,264	72	584	33	927	39
TEXAS	17,546	1,303	.	.	.	.	.	.
UTAH	1,885	136	154	13	199	24	121	2
VERMONT	836	48	368	4	166	25	139	5
VIRGINIA	6,781	506	3,146	243	878	46	1,280	62
WASHINGTON	4,114	118	.	10	551	38	.	2
WEST VIRGINIA	2,174	423	282	194	432	37	986	88
WISCONSIN	6,503	599	2,097	167	1,136	22	1,263	22
WYOMING	753	28	.	.	133	6	.	.
AMERICAN SAMOA	40	10	0	0	6	1	7	3
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	35	20	0	3	5	2	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	345	199	111	35	50	34	21	10
U.S. AND INSULAR AREAS	290,439	26,310	87,504	6,487	38,273	3,148	43,113	2,958
50 STATES, D.C. & P.R.	290,019	26,081	87,393	6,450	38,211	3,112	43,084	2,945

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR "ALL DISABILITIES" MAY NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO DISABILITY OF CHILDREN SERVED.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(PEPNNX1A)
8OCT91

TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH VARIOUS DISABILITIES AGE 6-21

DURING THE 1989-90 SCHOOL YEAR

STATE	EMOTIONAL DISTURBANCE		HEARING IMPAIRMENTS		MULTIPLE DISABILITIES		ORTHOPEDIC IMPAIRMENTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	437	88	98	9	127	31	32	5
ALASKA	54	7	19	0	60	2	5	1
ARIZONA	202	7	79	3	115	3	36	0
ARKANSAS	11	1	62	0	37	1	1	0
CALIFORNIA	606	32	389	20	398	21	475	25
COLORADO	642	15	61	1	248	1	58	0
CONNECTICUT	581	3	48	0	102	1	11	0
DELAWARE	75	1	29	1	26	0	24	0
DISTRICT OF COLUMBIA	109	25	8	1	32	2	8	0
FLORIDA	1,932	510	280	39	.	.	210	29
GEORGIA	1,633	105	235	50	.	.	94	10
HAWAII	54	5	29	0	30	2	46	0
IDAHO	27	12	17	2	14	10	11	1
ILLINOIS	2,237	119	624	23	319	.	312	10
INDIANA	547	141	181	52	110	16	94	13
IOWA	507	60	108	6	121	29	24	0
KANSAS	437	6	66	3	85	10	13	0
KENTUCKY	320	32	77	7	115	9	20	1
LOUISIANA	626	165	210	31	100	29	89	28
MAINE	323	74	45	3	132	9	10	0
MARYLAND	634	19	181	0	381	3	61	1
MASSACHUSETTS	.	.	.	.	.	.	.	.
MICHIGAN	1,030	82	170	3	148	4	299	2
MINNESOTA	1,037	157	190	9	.	.	43	22
MISSISSIPPI	28	11	62	6	42	3	79	9
MISSOURI	769	165	124	21	44	3	45	14
MONTANA	91	.	9	.	50	.	7	.
NEBRASKA	201	8	37	0	55	0	17	0
NEVADA	72	7	22	2	50	5	10	2
NEW HAMPSHIRE	247	105	23	2	69	18	8	3
NEW JERSEY	1,346	69	121	6	773	40	46	2
NEW MEXICO	116	53	27	4	33	5	6	1
NEW YORK	3,189	679	891	191	890	239	69	15
NORTH CAROLINA	818	213	222	32	111	30	52	7
NORTH DAKOTA	50	16	19	3	.	.	6	0
OHIO	1,044	34	257	3	1,419	70	219	18
OKLAHOMA	203	27	102	1	187	20	29	1
OREGON	300	22	108	4	.	1	53	5
PENNSYLVANIA	1,646	237	436	37	107	34	171	16
PUERTO RICO	119	0	83	0	68	0	19	0
RHODE ISLAND	67	2	24	0	16	0	0	0
SOUTH CAROLINA	473	44	139	7	38	0	75	5
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	265	12	160	4	187	10	94	3
TEXAS	.	.	.	.	.	.	.	.
UTAH	163	13	15	4	133	16	6	0
VERMONT	72	7	29	0	33	3	6	0
VIRGINIA	801	92	163	13	126	13	62	5
WASHINGTON	.	16	.	5	.	4	.	1
WEST VIRGINIA	310	73	64	4	0	0	38	6
WISCONSIN	1,305	371	120	4	351	4	131	1
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	1	2	1	2	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	1	4	2	0	3	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	23	20	1	8	9	17	0	9
U.S. AND INSULAR AREAS	27,779	3,960	6,468	624	7,491	720	3,225	269
50 STATES, D.C. & P.R.	27,755	3,939	6,461	613	7,481	700	3,225	260

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR "ALL DISABILITIES" MAY NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO DISABILITY OF CHILDREN SERVED.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(PEPNNXIA)
8OCT91

TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
TO SERVE CHILDREN WITH VARIOUS DISABILITIES AGE 6-21

DURING THE 1989-90 SCHOOL YEAR

	OTHER HEALTH IMPAIRMENTS		VISUAL IMPAIRMENTS		DEAF-BLINDNESS	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	39	11	31	6	1	1
ALASKA	5	1	11	0	2	0
ARIZONA	61	0	50	3	0	0
ARKANSAS	9	0	30	3	1	0
CALIFORNIA	689	36	169	9	7	0
COLORADO	.	.	24	3	4	0
CONNECTICUT	8	0	36	0	5	0
DELAWARE	0	3	8	2	6	0
DISTRICT OF COLUMBIA	11	2	9	0	2	0
FLORIDA	432	28	177	24	6	3
GEORGIA	33	2	106	6	3	2
HAWAII	5	0	12	0	6	0
IDAHO	6	1	4	1	0	1
ILLINOIS	.	0	226	13	.	1
INDIANA	2	0	84	9	2	0
IOWA	6	1	25	2	4	0
KANSAS	8	2	24	4	.	.
KENTUCKY	13	1	42	6	0	0
LOUISIANA	171	40	67	15	5	0
MAINE	17	2	7	1	3	1
MARYLAND	55	0	77	1	2	0
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	67	56	51	6	.	.
MINNESOTA	19	.	59	1	.	.
MISSISSIPPI	.	.	34	4	6	4
MISSOURI	61	3	44	7	12	0
MONTANA	11	.	4	.	.	.
NEBRASKA	33	0	25	1	1	0
NEVADA	12	0	12	0	16	1
NEW HAMPSHIRE	30	19	6	1	1	1
NEW JERSEY	42	2	45	3	21	1
NEW MEXICO	1	0	10	4	0	2
NEW YORK	323	70	303	65	.	.
NORTH CAROLINA	177	45	80	20	0	1
NORTH DAKOTA	4	0	6	1	1	0
OHIO	.	.	57	5	0	0
OKLAHOMA	6	0	47	2	3	0
OREGON	51	1	66	5	.	0
PENNSYLVANIA	0	0	230	20	0	0
PUERTO RICO	25	0	60	0	15	0
RHODE ISLAND	8	0	6	0	0	0
SOUTH CAROLINA	19	2	77	3	1	0
SOUTH DAKOTA	.	.	.	.	.	.
TENNESSEE	129	15	101	5	3	0
TEXAS	.	.	.	.	.	.
UTAH	2	0	11	4	0	0
VERMONT	9	0	6	0	1	0
VIRGINIA	44	7	81	9	0	0
WASHINGTON	.	0	.	3	.	1
WEST VIRGINIA	31	13	31	7	0	1
WISCONSIN	.	3	45	6	1	0
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	1	1	0
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	2	1	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	9	1	7	0	11
U.S. AND INSULAR AREAS	2,674	376	2,719	297	143	31
50 STATES, D.C. & P.R.	2,674	367	2,718	287	141	20

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR "ALL DISABILITIES" MAY NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO DISABILITY OF CHILDREN SERVED.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(PEPNNX1A)
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TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED
AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 3-21

DURING THE 1989-90 SCHOOL YEAR

STATE	ALL STAFF		SCHOOL SOCIAL WORKERS		OCCUPATIONAL THERAPISTS		RECREATIONAL THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2,640	586	9	6	21	21	2	2
ALASKA	967	42	2	0	26	1	0	0
ARIZONA	3,558	96	80	3	53	6	3	0
ARKANSAS	1,337	40	7	0	11	7	2	0
CALIFORNIA	28,541	1,111	55	25	45	18	3	4
COLORADO	3,537	127	287	7	127	12	1	1
CONNECTICUT	5,287	38	389	7	125	1	4	0
DELAWARE	845	47	3	6	24	3	5	0
DISTRICT OF COLUMBIA	1,102	95	83	15	27	6	21	2
FLORIDA	12,540	1,276	285	32	202	60	11	3
GEORGIA	5,675	423	147	18	68	19	36	6
HAWAII	1,309	99	37	8	33	1	61	0
IDAHO	1,191	227	33	16	16	8	0	1
ILLINOIS	19,173	157	1,661	23	310	19	8	0
INDIANA	4,780	1,102	64	22	78	41	6	2
IOWA	4,003	57	216	1	53	9	14	0
KANSAS	3,494	50	143	8	54	9	0	0
KENTUCKY	2,726	320	16	15	28	23	.	.
LOUISIANA	8,960	490	270	17	101	46	1	1
MAINE	2,184	218	72	12	60	8	6	0
MARYLAND	5,529	129	114	13	126	10	13	0
MASSACHUSETTS	8,086	0	592	0	237	0	.	0
MICHIGAN	5,169	356	937	121	320	3	11	0
MINNESOTA	6,334	123	462	5	219	4	.	1
MISSISSIPPI	1,489	143	16	8	4	5	2	0
MISSOURI	4,113	3	44	0	90	0	0	0
MONTANA	869	387	7	2	9	9	0	0
NEBRASKA	1,364	14	0	0	14	2	0	0
NEVADA	709	68	1	2	13	5	0	0
NEW HAMPSHIRE	2,752	520	48	16	98	1	10	1
NEW JERSEY	17,623	297	1,217	21	283	10	15	0
NEW MEXICO	2,927	146	27	1	119	36	3	0
NEW YORK	25,089	.	.	.	281	.	3	.
NORTH CAROLINA	5,530	1,764	109	102	86	75	20	30
NORTH DAKOTA	796	91	38	6	15	2	1	0
OHIO	5,365	298	0	3	209	29	0	0
OKLAHOMA	2,432	162	6	1	39	9	1	0
OREGON	2,027	180	14	2	43	7	8	2
PENNSYLVANIA	10,500	596	182	16	105	0	7	0
PUERTO RICO	2,050	469	117	0	31	92	0	0
RHODE ISLAND	1,419	25	80	3	26	1	1	0
SOUTH CAROLINA	3,348	274	58	20	36	6	19	3
SOUTH DAKOTA	572	179	5	23	32	9	0	0
TENNESSEE	4,813	135	58	6	53	9	7	1
TEXAS	14,782	172	68	.	107	.	19	.
UTAH	2,151	199	36	8	20	10	0	0
VERMONT	1,352	11	4	0	10	1	0	0
VIRGINIA	7,262	662	349	38	154	23	1	0
WASHINGTON	3,454	167	45	7	147	29	.	2
WEST VIRGINIA	1,883	10	2	0	14	1	1	0
WISCONSIN	5,476	92	202	4	172	17	0	1
WYOMING	1,134	351	51	1	30	40	0	5
AMERICAN SAMOA	24	5	1	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	59	16	.	2	5	2	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	539	572	11	47	5	32	0	22
U.S. AND INSULAR AREAS	272,870	15,219	8,761	717	4,612	796	325	88
50 STATES, D.C. & P.R.	272,247	14,625	8,748	668	4,602	762	325	66

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(PEPNNX1A)
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TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 3-21

DURING THE 1989-90 SCHOOL YEAR

STATE	PHYSICAL THERAPISTS		TEACHER AIDES		PHYSICAL EDUCATION TEACHERS		SUPERVISORS/ ADMINISTRATORS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	27	24	1,525	245	91	22	149	20
ALASKA	23	4	527	23	2	0	34	2
ARIZONA	28	4	2,182	39	57	1	144	5
ARKANSAS	11	4	748	21	18	1	181	0
CALIFORNIA	11	12	21,189	632	740	36	894	39
COLORADO	50	12	1,975	58	54	4	151	2
CONNECTICUT	84	1	2,619	17	123	1	328	0
DELAWARE	8	1	377	18	25	0	48	0
DISTRICT OF COLUMBIA	12	1	324	43	36	5	113	1
FLORIDA	119	43	6,732	724	166	21	435	25
GEORGIA	77	15	3,447	209	35	10	355	22
HAWAII	34	1	489	12	12	0	14	1
IDAHO	8	6	813	114	9	7	49	11
ILLINOIS	204	34	10,577	11	138	6	740	10
INDIANA	63	37	2,755	620	33	9	330	50
IOWA	48	7	2,139	7	30	0	175	3
KANSAS	14	9	2,594	7	25	1	99	0
KENTUCKY	35	22	1,514	99	39	8	164	20
LOUISIANA	65	39	4,294	123	441	75	229	10
MAINE	40	7	1,313	117	11	8	197	14
MARYLAND	94	4	2,504	78	97	1	268	1
MASSACHUSETTS	126	0	4,819	0	120	0	371	0
MICHIGAN	178	0	1,853	61	82	5	625	89
MINNESOTA	95	7	3,874	15	256	50	197	14
MISSISSIPPI	15	15	681	40	11	4	175	5
MISSOURI	51	0	2,859	0	30	0	232	0
MONTANA	10	6	667	246	10	7	37	19
NEBRASKA	16	1	1,114	0	0	0	57	0
NEVADA	7	3	361	38	21	2	21	2
NEW HAMPSHIRE	38	0	1,346	283	20	1	200	12
NEW JERSEY	208	11	6,196	66	309	6	918	20
NEW MEXICO	59	54	1,527	10	39	1	133	2
NEW YORK	190	.	13,018	.	1,412	.	3,377	.
NORTH CAROLINA	86	64	3,531	543	34	70	247	63
NORTH DAKOTA	11	2	495	51	8	3	58	6
OHIO	163	43	3,154	97	101	16	399	21
OKLAHOMA	63	7	1,069	61	23	3	131	7
OREGON	40	3	861	80	42	10	152	6
PENNSYLVANIA	108	5	6,043	239	188	17	789	67
PUERTO RICO	22	78	535	14	113	0	121	0
RHODE ISLAND	23	0	635	10	107	0	54	2
SOUTH CAROLINA	34	8	1,761	101	67	5	200	18
SOUTH DAKOTA	46	17	329	37	12	7	48	8
TENNESSEE	54	9	2,933	62	27	3	175	6
TEXAS	112	.	10,683	.	113	.	714	.
UTAH	21	6	1,731	114	14	6	91	10
VERMONT	7	0	1,146	0	10	0	59	1
VIRGINIA	115	17	3,517	347	183	17	355	27
WASHINGTON	56	27	2,179	36	.	7	178	0
WEST VIRGINIA	15	1	1,062	1	12	0	88	0
WISCONSIN	132	16	3,010	18	308	2	186	11
WYOMING	13	19	767	113	16	4	41	38
AMERICAN SAMOA	0	0	4	0	0	0	2	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	2	0	35	3	0	1	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	7	41	310	44	1	24	52	44
U.S. AND INSULAR AREAS	3,177	745	154,738	5,939	5,871	485	15,581	732
50 STATES, D.C. & P.R.	3,168	704	154,389	5,893	5,870	460	15,527	688

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DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(PEPNNX1A)
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TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 3-21

DURING THE 1989-90 SCHOOL YEAR

STATE	OTHER NON-INSTRUCTIONAL STAFF		PSYCHOLOGISTS		DIAGNOSTIC STAFF		AUDIOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	86	13	83	31	58	25	8	5
ALASKA	233	1	63	3	15	0	6	3
ARIZONA	127	11	366	17	41	0	15	1
ARKANSAS	211	3	25	2	42	1	2	1
CALIFORNIA	1,672	96	2,131	134	659	38	57	4
COLORADO	203	5	337	16	8	0	28	1
CONNECTICUT	421	1	576	6	51	1	13	0
DELAWARE	81	1	78	7	46	2	5	0
DISTRICT OF COLUMBIA	152	0	104	10	51	6	2	0
FLORIDA	658	136	604	33	547	54	36	1
GEORGIA	178	11	394	47	104	12	31	3
HAWAII	262	1	6	9	152	25	6	0
IDAHO	53	11	92	18	9	1	8	4
ILLINOIS	858	18	1,301	30	34	0	41	0
INDIANA	879	162	297	93	23	14	21	8
IOWA	493	15	337	10	10	0	63	0
KANSAS	47	1	338	12	21	0	19	0
KENTUCKY	116	11	122	35	65	20	9	4
LOUISIANA	1,873	24	245	57	396	40	14	3
MAINE	.	.	84	14	47	4	12	0
MARYLAND	396	4	215	4	142	1	23	3
MASSACHUSETTS	1,228	0	487	0	.	0	.	0
MICHIGAN	302	4	788	67	.	.	16	1
MINNESOTA	274	6	407	5	55	1	14	1
MISSISSIPPI	118	9	47	8	79	10	5	0
MISSOURI	185	0	31	2	349	2	12	0
MONTANA	5	28	101	40	0	14	3	3
NEBRASKA	0	0	109	9	0	0	3	0
NEVADA	123	0	97	3	9	1	2	2
NEW HAMPSHIRE	304	21	138	13	66	3	1	0
NEW JERSEY	983	0	1,104	27	3,667	50	39	2
NEW MEXICO	239	0	54	10	185	14	16	0
NEW YORK	4,239	.	2,528	.	.	.	40	.
NORTH CAROLINA	225	85	340	159	156	177	45	37
NORTH DAKOTA	52	.	33	6	1	1	3	2
OHIO	0	43	860	17	85	2	25	3
OKLAHOMA	657	36	88	6	136	18	1	1
OREGON	472	5	117	18	76	3	29	1
PENNSYLVANIA	1,848	174	826	58	50	0	35	3
PUERTO RICO	231	0	38	62	65	215	6	8
RHODE ISLAND	96	1	115	3	52	3	3	0
SOUTH CAROLINA	345	13	261	34	19	6	14	3
SOUTH DAKOTA	0	0	38	5	0	0	5	2
TENNESSEE	169	3	271	13	48	8	29	0
TEXAS	221	172	271	.	1,648	.	16	.
UTAH	38	2	137	22	7	0	15	1
VERMONT	35	3	29	3	4	0	2	0
VIRGINIA	736	38	444	42	121	16	14	2
WASHINGTON	68	3	446	35	.	3	.	2
WEST VIRGINIA	380	0	97	1	68	0	6	0
WISCONSIN	7	0	640	7	249	2	6	1
WYOMING	48	41	25	14	78	10	10	7
AMERICAN SAMOA	1	0	0	0	4	1	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	1	2	1	1	1	2	2	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	23	40	14	38	24	31	1	27
U.S. AND INSULAR AREAS	22,653	1,253	18,777	1,315	9,822	830	838	149
50 STATES, D.C. & P.R.	22,628	1,211	18,763	1,276	9,794	796	835	122

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1991.

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TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 3-21

DURING THE 1989-90 SCHOOL YEAR

STATE	WORK STUDY COORDINATORS		VOCATIONAL EDUCATION TEACHERS		COUNSELORS		SUPERVISORS/ ADMINISTRATORS (SEA)	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2	7	158	21	127	101	17	1
ALASKA	12	0	12	2	9	3	3	0
ARIZONA	29	1	47	1	168	3	0	0
ARKANSAS	10	0	25	0	24	0	20	0
CALIFORNIA	57	10	820	14	268	37	0	0
COLORADO	54	2	18	3	1	1	8	0
CONNECTICUT	36	4	101	2	415	0	0	0
DELAWARE	11	1	48	1	30	6	1	0
DISTRICT OF COLUMBIA	14	4	27	2	80	0	25	0
FLORIDA	80	13	224	54	402	45	43	0
GEORGIA	17	6	108	5	33	7	30	0
HAWAII	7	1	4	1	10	7	9	17
IDAHO	13	3	20	10	17	9	4	1
ILLINOIS	.	0	172	4	334	0	88	3
INDIANA	27	20	69	18	135	6	0	0
IOWA	77	3	10	0	7	0	28	0
KANSAS	29	0	41	0	20	3	49	0
KENTUCKY	24	13	134	15	69	22	1	3
LOUISIANA	22	15	75	7	7	3	58	9
MAINE	7	2	17	4	25	2	17	17
MARYLAND	91	0	220	4	185	2	0	0
MASSACHUSETTS	.	0	86	0	20	0	.	0
MICHIGAN	52	0	0	0	.	.	5	5
MINNESOTA	54	3	120	.	.	.	22	0
MISSISSIPPI	4	4	54	11	28	8	52	5
MISSOURI	0	0	2	0	75	0	32	0
MONTANA	1	6	11	5	4	2	0	0
NEBRASKA	2	1	0	0	26	0	23	0
NEVADA	5	3	4	6	26	3	0	0
NEW HAMPSHIRE	12	2	48	8	119	2	12	2
NEW JERSEY	58	0	606	65	1,895	19	125	0
NEW MEXICO	9	1	27	5	16	6	14	5
NEW YORK	.	.	.	.	.	.	1	.
NORTH CAROLINA	6	18	41	94	260	156	57	10
NORTH DAKOTA	8	5	46	3	19	6	7	0
OHIO	223	11	145	7	0	8	0	0
OKLAHOMA	22	3	45	4	102	6	49	1
OREGON	6	5	53	5	85	33	28	2
PENNSYLVANIA	52	4	112	5	125	5	31	4
PUERTO RICO	0	0	152	0	4	0	20	0
RHODE ISLAND	13	1	35	0	91	0	17	0
SOUTH CAROLINA	24	7	92	17	70	13	4	1
SOUTH DAKOTA	10	27	27	16	12	29	9	0
TENNESSEE	14	7	35	2	39	10	28	1
TEXAS	63	.	235	.	435	.	76	.
UTAH	6	2	12	5	12	9	9	0
VERMONT	13	1	14	1	19	2	0	0
VIRGINIA	31	5	410	24	803	68	29	0
WASHINGTON	.	1	.	4	14	12	0	0
WEST VIRGINIA	18	0	96	2	8	0	16	4
WISCONSIN	8	1	364	3	155	9	36	0
WYOMING	0	13	0	10	34	25	5	5
AMERICAN SAMOA	0	2	2	2	0	0	1	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	0	0	0	0	5	1
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	24	5	35	10	48	11	34
U.S. AND INSULAR AREAS	1,333	261	4,628	503	6,870	733	1,125	131
50 STATES, D.C. & P.R.	1,332	235	4,621	466	6,861	685	1,108	96

THE TOTAL FTE FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(PEPNNX1A)
8OCT91

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	1,946	1,447	110	1,207	1,165	5,875
ALASKA	361	4	1	50	298	714
ARIZONA	1,649	193	44	1,171	279	3,336
ARKANSAS	1,558	214	54	681	231	2,738
CALIFORNIA	6,802	2,697	964	2,477	7,437	20,377
COLORADO	1,323	107	26	649	215	2,320
CONNECTICUT	1,890	220	49	281	692	3,132
DELAWARE	317	84	9	283	65	758
DISTRICT OF COLUMBIA	62	88	9	61	36	256
FLORIDA	4,152	371	17	2,456	779	7,775
GEORGIA	1,295	1,426	92	1,606	358	4,777
HAWAII	393	126	2	28	45	594
IDAHO	445	68	8	105	21	647
ILLINOIS	7,255	216	334	3,887	156	11,848
INDIANA	3,015	469	152	1,218	543	5,397
IOWA	1,842	109	43	1,175	353	3,522
KANSAS	1,106	23	11	439	535	2,114
KENTUCKY	2,095	295	34	1,160	474	4,058
LOUISIANA	553	953	54	1,626	1,056	4,242
MAINE	731	67	8	344	120	1,270
MARYLAND	782	213	20	392	0	1,407
MASSACHUSETTS	6,018	.	369	2,323	.	8,710
MICHIGAN	3,152	304	298	2,538	774	7,066
MINNESOTA	3,025	39	321	1,100	473	4,958
MISSISSIPPI	285	1,708	56	579	112	2,740
MISSOURI	3,038	916	90	2,566	722	7,332
MONTANA	278	44	3	71	57	453
NEBRASKA	952	70	68	455	172	1,717
NEVADA	304	164	14	85	13	580
NEW HAMPSHIRE	531	132	62	450	190	1,365
NEW JERSEY	6,206	.	123	2,558	250	9,137
NEW MEXICO	908	171	9	376	254	1,718
NEW YORK	7,651	2,633	576	8,177	0	19,037
NORTH CAROLINA	2,083	1,024	73	1,888	377	5,445
NORTH DAKOTA	345	24	8	80	57	514
OHIO	6,114	173	121	1,304	620	8,332
OKLAHOMA	2,011	85	30	575	525	3,226
OREGON	802	262	40	634	1,175	2,913
PENNSYLVANIA	2,907	369	437	3,122	7,300	14,135
PUERTO RICO	236	295	338	1,723	0	2,592
RHODE ISLAND	727	0	58	501	56	1,342
SOUTH CAROLINA	576	1,059	119	751	349	2,854
SOUTH DAKOTA	95	15	11	88	28	237
TENNESSEE	1,781	995	66	1,324	285	4,451
TEXAS	4,205	7,063	.	3,433	.	14,701
UTAH	870	217	45	246	52	1,430
VERMONT	316	41	8	210	18	593
VIRGINIA	2,158	1,166	64	1,105	211	4,704
WASHINGTON	2,111	153	67	1,547	1,295	5,173
WEST VIRGINIA	1,623	81	28	693	63	2,488
WISCONSIN	2,555	172	139	607	377	3,850
WYOMING	267	3	11	138	15	434
AMERICAN SAMOA	1	0	5	19	4	29
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	0	5	0	0	0	5
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	103,703	28,773	5,698	62,562	30,682	231,418
50 STATES, D.C. & P.R.	103,702	28,768	5,693	62,543	30,678	231,384

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	33.12	24.63	1.87	20.54	19.83
ALASKA	50.56	0.56	0.14	7.00	41.74
ARIZONA	49.43	5.79	1.32	35.10	8.36
ARKANSAS	56.90	7.82	1.97	24.87	8.44
CALIFORNIA	33.38	13.24	4.73	12.16	36.50
COLORADO	57.03	4.61	1.12	27.97	9.27
CONNECTICUT	60.34	7.02	1.56	8.97	22.09
DELAWARE	41.82	11.08	1.19	37.34	8.58
DISTRICT OF COLUMBIA	24.22	34.38	3.82	23.83	14.06
FLORIDA	53.40	4.77	0.22	31.59	10.02
GEORGIA	27.11	29.85	1.93	33.62	7.49
HAWAII	66.16	21.21	0.38	4.71	7.58
IDAHO	68.78	10.51	1.24	16.23	3.25
ILLINOIS	61.23	1.82	2.82	32.81	1.32
INDIANA	55.86	8.69	2.82	22.57	10.06
IOWA	52.30	3.09	1.22	33.36	10.02
KANSAS	52.32	1.09	0.52	20.77	25.31
KENTUCKY	51.63	7.27	0.84	28.59	11.68
LOUISIANA	13.04	22.47	1.27	38.33	24.89
MAINE	57.56	5.28	0.63	27.09	9.45
MARYLAND	55.58	15.14	1.42	27.86	0.00
MASSACHUSETTS	69.09	.	4.24	26.67	.
MICHIGAN	44.61	4.30	4.22	35.92	10.95
MINNESOTA	61.01	0.79	6.47	22.19	9.54
MISSISSIPPI	10.40	62.34	2.04	21.13	4.09
MISSOURI	41.43	12.49	1.23	35.00	9.85
MONTANA	61.37	9.71	0.66	15.67	12.58
NEBRASKA	55.45	4.08	3.96	26.50	10.02
NEVADA	52.41	28.28	2.41	14.66	2.24
NEW HAMPSHIRE	38.90	9.67	4.54	32.97	13.92
NEW JERSEY	67.92	.	1.35	28.00	2.74
NEW MEXICO	52.85	9.95	0.52	21.89	14.78
NEW YORK	40.19	13.83	3.03	42.95	0.00
NORTH CAROLINA	38.26	18.81	1.34	34.67	6.92
NORTH DAKOTA	67.12	4.67	1.56	15.56	11.09
OHIO	73.38	2.08	1.45	15.65	7.44
OKLAHOMA	62.34	2.63	0.93	17.82	16.27
OREGON	27.53	8.99	1.37	21.76	40.34
PENNSYLVANIA	20.57	2.61	3.09	22.09	51.64
PUERTO RICO	9.10	11.38	13.04	66.47	0.00
RHODE ISLAND	54.17	0.00	4.32	37.33	4.17
SOUTH CAROLINA	20.18	37.11	4.17	26.31	12.23
SOUTH DAKOTA	40.08	6.33	4.64	37.13	11.81
TENNESSEE	40.01	22.35	1.48	29.75	6.40
TEXAS	28.60	48.04	.	23.35	.
UTAH	60.84	15.17	3.15	17.20	3.64
VERMONT	53.29	6.91	1.35	35.41	3.04
VIRGINIA	45.88	24.79	1.36	23.49	4.49
WASHINGTON	40.81	2.96	1.30	29.91	25.03
WEST VIRGINIA	65.23	3.26	1.13	27.85	2.53
WISCONSIN	66.36	4.47	3.61	15.77	9.79
WYOMING	61.52	0.69	2.53	31.80	3.46
AMERICAN SAMOA	3.45	0.00	17.24	65.52	13.79
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	44.81	12.43	2.46	27.03	13,26
50 STATES, D.C. & P.R.	44.82	12.43	2.46	27.03	13.26

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	1,147	175	15	486	158	1,981
ALASKA	281	0	0	42	214	537
ARIZONA	1,257	125	2	883	187	2,454
ARKANSAS	1,030	89	3	484	165	1,771
CALIFORNIA	5,368	1,876	19	1,931	4,550	13,744
COLORADO	765	25	2	289	63	1,144
CONNECTICUT	1,213	63	1	108	207	1,592
DELAWARE	222	29	0	174	22	447
DISTRICT OF COLUMBIA	46	28	1	51	22	148
FLORIDA	2,183	87	2	1,286	364	3,922
GEORGIA	780	248	36	540	133	1,737
HAWAII	322	49	1	19	29	420
IDAHO	310	15	0	75	13	413
ILLINOIS	4,401	55	12	1,774	61	6,303
INDIANA	1,771	37	9	637	216	2,670
IOWA	1,001	25	1	491	110	1,628
KANSAS	519	0	0	184	173	876
KENTUCKY	1,114	32	0	525	230	1,901
LOUISIANA	433	441	2	995	619	2,490
MAINE	436	8	0	115	39	598
MARYLAND	621	44	9	273	0	947
MASSACHUSETTS	2,125	.	130	821	.	3,076
MICHIGAN	1,984	154	6	1,280	321	3,745
MINNESOTA	1,571	20	84	374	202	2,251
MISSISSIPPI	247	1,218	1	422	77	1,965
MISSOURI	2,124	282	8	1,260	370	4,044
MONTANA	204	12	1	44	25	286
NEBRASKA	616	22	5	249	81	973
NEVADA	257	94	1	68	10	430
NEW HAMPSHIRE	386	80	14	271	113	864
NEW JERSEY	4,422	.	7	1,517	136	6,082
NEW MEXICO	550	62	0	196	153	961
NEW YORK	5,819	1,065	119	5,153	0	12,156
NORTH CAROLINA	1,453	227	1	911	175	2,767
NORTH DAKOTA	237	3	0	53	24	317
OHIO	3,031	21	1	517	172	3,742
OKLAHOMA	1,291	44	3	336	321	1,995
OREGON	594	103	2	443	827	1,969
PENNSYLVANIA	1,396	20	0	1,338	1,745	4,499
PUERTO RICO	113	65	62	678	0	918
RHODE ISLAND	578	0	2	368	38	986
SOUTH CAROLINA	369	350	1	336	137	1,193
SOUTH DAKOTA	74	2	1	56	8	141
TENNESSEE	1,345	452	24	948	165	2,934
TEXAS	3,102	4,418	.	2,341	.	9,861
UTAH	457	127	3	108	25	720
VERMONT	162	2	1	98	8	271
VIRGINIA	1,675	278	1	608	119	2,681
WASHINGTON	1,476	63	3	1,016	791	3,349
WEST VIRGINIA	1,050	10	6	364	28	1,458
WISCONSIN	1,466	32	13	225	95	1,831
WYOMING	197	1	1	97	9	305
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	0	2	0	0	0	2
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	65,591	12,680	616	33,858	13,750	126,495
50 STATES, D.C. & P.R.	65,591	12,678	616	33,858	13,750	126,493

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	57.90	8.83	0.76	24.53	7.98
ALASKA	52.33	0.00	0.00	7.82	39.85
ARIZONA	51.22	5.09	0.08	35.98	7.62
ARKANSAS	58.16	5.03	0.17	27.33	9.32
CALIFORNIA	39.06	13.65	0.14	14.05	33.11
COLORADO	66.87	2.19	0.17	25.26	5.51
CONNECTICUT	76.19	3.96	0.06	6.78	13.00
DELAWARE	49.66	6.49	0.00	38.93	4.92
DISTRICT OF COLUMBIA	31.08	18.92	0.68	34.46	14.86
FLORIDA	55.66	2.22	0.05	32.79	9.28
GEORGIA	44.91	14.28	2.07	31.09	7.66
HAWAII	76.67	11.67	0.24	4.52	6.90
IDAHO	75.06	3.63	0.00	18.16	3.15
ILLINOIS	69.82	0.87	0.19	28.15	0.97
INDIANA	66.33	1.39	0.34	23.86	8.09
IOWA	61.49	1.54	0.06	30.16	6.76
KANSAS	59.25	0.00	0.00	21.00	19.75
KENTUCKY	58.60	1.68	0.00	27.62	12.10
LOUISIANA	17.39	17.71	0.08	39.96	24.86
MAINE	72.91	1.34	0.00	19.23	6.52
MARYLAND	65.58	4.65	0.95	28.83	0.00
MASSACHUSETTS	69.08	.	4.23	26.69	.
MICHIGAN	52.98	4.11	0.16	34.18	8.57
MINNESOTA	69.79	0.89	3.73	16.61	8.97
MISSISSIPPI	12.57	61.98	0.05	21.48	3.92
MISSOURI	52.52	6.97	0.20	31.16	9.15
MONTANA	71.33	4.20	0.35	15.38	8.74
NEBRASKA	63.31	2.26	0.51	25.59	8.32
NEVADA	59.77	21.86	0.23	15.81	2.33
NEW HAMPSHIRE	44.68	9.26	1.62	31.37	13.08
NEW JERSEY	72.71	.	0.12	24.94	2.24
NEW MEXICO	57.23	6.45	0.00	20.40	15.92
NEW YORK	47.87	8.76	0.98	42.39	0.00
NORTH CAROLINA	52.51	8.20	0.04	32.92	6.32
NORTH DAKOTA	74.76	0.95	0.00	16.72	7.57
OHIO	81.00	0.56	0.03	13.82	4.60
OKLAHOMA	64.71	2.21	0.15	16.84	16.09
OREGON	30.17	5.23	0.10	22.50	42.00
PENNSYLVANIA	31.03	0.44	0.00	29.74	38.79
PUERTO RICO	12.31	7.08	6.75	73.86	0.00
RHODE ISLAND	58.62	0.00	0.20	37.32	3.85
SOUTH CAROLINA	30.93	29.34	0.08	28.16	11.48
SOUTH DAKOTA	52.48	1.42	0.71	39.72	5.67
TENNESSEE	45.84	15.41	0.82	32.31	5.62
TEXAS	31.46	44.80	.	23.74	.
UTAH	63.47	17.64	0.42	15.00	3.47
VERMONT	59.78	0.74	0.37	36.16	2.95
VIRGINIA	62.48	10.37	0.04	22.68	4.44
WASHINGTON	44.07	1.88	0.09	30.34	23.62
WEST VIRGINIA	72.02	0.69	0.41	24.97	1.92
WISCONSIN	80.07	1.75	0.71	12.29	5.19
WYOMING	64.59	0.33	0.33	31.80	2.95
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	51.85	10.02	0.49	26.77	10.87
50 STATES, D.C. & P.R.	51.85	10.02	0.49	26.77	10.87

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	163	6	2	29	73	273
ALASKA	4	0	0	1	12	17
ARIZONA	21	9	1	16	15	62
ARKANSAS	14	6	1	4	2	27
CALIFORNIA	327	71	.	268	1,604	2,270
COLORADO	35	0	0	7	2	44
CONNECTICUT	33	8	0	3	28	72
DELAWARE	3	0	0	0	0	3
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	223	12	0	76	54	365
GEORGIA	16	15	2	22	11	66
HAWAII	1	0	0	0	2	3
IDAHO	4	0	0	1	0	5
ILLINOIS	157	2	4	49	0	212
INDIANA	112	14	20	18	120	284
IOWA	7	0	0	2	5	14
KANSAS	13	4	0	10	12	39
KENTUCKY	49	23	3	16	12	103
LOUISIANA	18	25	0	109	110	262
MAINE	22	4	0	7	3	36
MARYLAND	50	2	2	17	0	71
MASSACHUSETTS	1,384	.	85	534	.	2,003
MICHIGAN	65	21	6	35	41	168
MINNESOTA	221	2	11	56	14	304
MISSISSIPPI	14	23	2	2	4	45
MISSOURI	108	158	0	32	20	318
MONTANA	3	0	0	3	3	9
NEBRASKA	12	0	1	6	8	27
NEVADA	1	1	1	0	0	3
NEW HAMPSHIRE	21	7	2	13	10	53
NEW JERSEY	71	.	0	24	0	95
NEW MEXICO	157	4	0	44	25	230
NEW YORK	126	11	0	75	0	212
NORTH CAROLINA	31	8	2	20	6	67
NORTH DAKOTA	4	2	0	5	2	13
OHIO	145	7	0	9	66	227
OKLAHOMA	25	7	0	7	4	43
OREGON	26	8	0	25	60	119
PENNSYLVANIA	20	157	10	397	3,723	4,307
PUERTO RICO	9	2	4	31	0	46
RHODE ISLAND	11	0	0	2	0	13
SOUTH CAROLINA	19	4	0	2	0	25
SOUTH DAKOTA	0	0	0	0	0	0
TENNESSEE	65	17	3	28	16	129
TEXAS	105	40	.	98	.	243
UTAH	25	1	0	2	0	28
VERMONT	30	2	0	19	0	51
VIRGINIA	46	4	0	14	2	66
WASHINGTON	8	3	0	3	15	29
WEST VIRGINIA	6	4	0	2	1	13
WISCONSIN	37	1	0	6	12	56
WYOMING	10	0	1	8	0	19
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	4,077	695	163	2,157	6,097	13,189
50 STATES, D.C. & P.R.	4,077	695	163	2,157	6,097	13,189

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	59.71	2.20	0.73	10.62	26.74
ALASKA	23.53	0.00	0.00	5.88	70.59
ARIZONA	33.87	14.52	1.61	25.81	24.19
ARKANSAS	51.85	22.22	3.70	14.81	7.41
CALIFORNIA	14.41	3.13	.	11.81	70.66
COLORADO	79.55	0.00	0.00	15.91	4.55
CONNECTICUT	45.83	11.11	0.00	4.17	38.89
DELAWARE	100.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	61.10	3.29	0.00	20.82	14.79
GEORGIA	24.24	22.73	3.03	33.33	16.67
HAWAII	33.33	0.00	0.00	0.00	66.67
IDAHO	80.00	0.00	0.00	20.00	0.00
ILLINOIS	74.06	0.94	1.89	23.11	0.00
INDIANA	39.44	4.93	7.04	6.34	42.25
IOWA	50.00	0.00	0.00	14.29	35.71
KANSAS	33.33	10.26	0.00	25.64	30.77
KENTUCKY	47.57	22.33	2.91	15.53	11.65
LOUISIANA	6.87	9.54	0.00	41.60	41.98
MAINE	61.11	11.11	0.00	19.44	8.33
MARYLAND	70.42	2.82	2.82	23.94	0.00
MASSACHUSETTS	69.10	.	4.24	26.66	.
MICHIGAN	38.69	12.50	3.57	20.83	24.40
MINNESOTA	72.70	0.66	3.62	18.42	4.61
MISSISSIPPI	31.11	51.11	4.44	4.44	8.89
MISSOURI	33.96	49.69	0.00	10.06	6.29
MONTANA	33.33	0.00	0.00	33.33	33.33
NEBRASKA	44.44	0.00	3.70	22.22	29.63
NEVADA	33.33	33.33	33.33	0.00	0.00
NEW HAMPSHIRE	39.62	13.21	3.77	24.53	18.87
NEW JERSEY	74.74	.	0.00	25.26	0.00
NEW MEXICO	68.26	1.74	0.00	19.13	10.87
NEW YORK	59.43	5.19	0.00	35.38	0.00
NORTH CAROLINA	46.27	11.94	2.99	29.85	8.96
NORTH DAKOTA	30.77	15.38	0.00	38.46	15.38
OHIO	63.88	3.08	0.00	3.96	29.07
OKLAHOMA	58.14	16.28	0.00	16.28	9.30
OREGON	21.85	6.72	0.00	21.01	50.42
PENNSYLVANIA	0.46	3.65	0.23	9.22	86.44
PUERTO RICO	19.57	4.35	8.70	67.39	0.00
RHODE ISLAND	84.62	0.00	0.00	15.38	0.00
SOUTH CAROLINA	76.00	16.00	0.00	8.00	0.00
SOUTH DAKOTA	.	.	.	.	.
TENNESSEE	50.39	13.18	2.33	21.71	12.40
TEXAS	43.21	16.46	.	40.33	.
UTAH	89.29	3.57	0.00	7.14	0.00
VERMONT	58.82	3.92	0.00	37.25	0.00
VIRGINIA	69.70	6.06	0.00	21.21	3.03
WASHINGTON	27.59	10.34	0.00	10.34	51.72
WEST VIRGINIA	46.15	30.77	0.00	15.38	7.69
WISCONSIN	66.07	1.79	0.00	10.71	21.43
WYOMING	52.63	0.00	5.26	42.11	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	30.91	5.27	1.24	16.35	46.23
50 STATES, D.C. & P.R.	30.91	5.27	1.24	16.35	46.23

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	445	1,150	74	559	182	2,410
ALASKA	27	0	0	3	38	68
ARIZONA	222	34	24	81	21	382
ARKANSAS	457	106	50	177	58	848
CALIFORNIA	376	457	685	107	275	1,900
COLORADO	127	51	6	50	10	244
CONNECTICUT	94	43	28	12	16	193
DELAWARE	23	40	6	21	1	91
DISTRICT OF COLUMBIA	1	51	8	4	8	72
FLORIDA	927	230	12	373	91	1,633
GEORGIA	173	1,056	41	582	93	1,945
HAWAII	22	59	0	1	6	88
IDAHO	96	43	4	18	6	167
ILLINOIS	1,176	118	223	472	15	2,004
INDIANA	837	335	98	390	142	1,802
IOWA	570	50	17	219	74	930
KANSAS	218	13	3	67	37	338
KENTUCKY	754	199	27	499	113	1,592
LOUISIANA	13	374	48	245	117	797
MAINE	122	23	1	44	10	200
MARYLAND	38	130	0	24	0	192
MASSACHUSETTS	1,276	.	78	492	.	1,846
MICHIGAN	440	91	242	291	94	1,158
MINNESOTA	694	2	64	63	29	852
MISSISSIPPI	4	409	44	127	24	608
MISSOURI	450	356	78	618	222	1,724
MONTANA	44	12	2	9	5	72
NEBRASKA	196	39	49	92	23	399
NEVADA	7	54	8	2	0	71
NEW HAMPSHIRE	29	21	27	23	17	117
NEW JERSEY	415	.	81	96	8	600
NEW MEXICO	74	74	8	29	22	207
NEW YORK	259	974	283	480	0	1,996
NORTH CAROLINA	308	732	53	482	84	1,659
NORTH DAKOTA	76	17	7	7	7	114
OHIO	2,249	52	31	602	329	3,263
OKLAHOMA	587	31	13	192	142	965
OREGON	52	95	21	30	70	268
PENNSYLVANIA	1,102	173	32	726	720	2,753
PUERTO RICO	49	191	138	868	0	1,246
RHODE ISLAND	42	0	38	19	3	102
SOUTH CAROLINA	90	599	107	252	126	1,174
SOUTH DAKOTA	4	11	5	7	5	32
TENNESSEE	168	421	34	252	41	916
TEXAS	132	1,308	.	209	.	1,649
UTAH	79	51	22	30	7	189
VERMONT	72	30	4	49	0	155
VIRGINIA	196	510	51	180	29	966
WASHINGTON	280	60	40	158	150	688
WEST VIRGINIA	452	63	22	223	27	787
WISCONSIN	318	58	51	53	28	508
WYOMING	24	2	8	5	1	40
AMERICAN SAMOA	1	0	5	18	4	28
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	0	3	0	0	0	3
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	16,887	11,001	3,001	10,632	3,530	45,051
50 STATES, D.C. & P.R.	16,886	10,998	2,996	10,614	3,526	45,020

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
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TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	18.46	47.72	3.07	23.20	7.55
ALASKA	39.71	0.00	0.00	4.41	55.88
ARIZONA	58.12	8.90	6.28	21.20	5.50
ARKANSAS	53.89	12.50	5.90	20.87	6.84
CALIFORNIA	19.79	24.05	36.05	5.63	14.47
COLORADO	52.05	20.90	2.46	20.49	4.10
CONNECTICUT	48.70	22.28	14.51	6.22	8.29
DELAWARE	25.27	43.96	6.59	23.08	1.10
DISTRICT OF COLUMBIA	1.39	70.83	11.11	5.56	11.11
FLORIDA	56.77	14.08	0.73	22.84	5.57
GEORGIA	8.89	54.29	2.11	29.92	4.78
HAWAII	25.00	67.05	0.00	1.14	6.82
IDAHO	57.49	25.75	2.40	10.78	3.59
ILLINOIS	58.68	5.89	11.13	23.55	0.75
INDIANA	46.45	18.59	5.44	21.64	7.88
IOWA	61.29	5.38	1.83	23.55	7.96
KANSAS	64.50	3.85	0.89	19.82	10.95
KENTUCKY	47.36	12.50	1.70	31.34	7.10
LOUISIANA	1.63	46.93	6.02	30.74	14.68
MAINE	61.00	11.50	0.50	22.00	5.00
MARYLAND	19.79	67.71	0.00	12.50	0.00
MASSACHUSETTS	69.12	.	4.23	26.65	.
MICHIGAN	38.00	7.86	20.90	25.13	8.12
MINNESOTA	81.46	0.23	7.51	7.39	3.40
MISSISSIPPI	0.66	67.27	7.24	20.89	3.95
MISSOURI	26.10	20.65	4.52	35.85	12.88
MONTANA	61.11	16.67	2.78	12.50	6.94
NEBRASKA	49.12	9.77	12.28	23.06	5.76
NEVADA	9.86	76.06	11.27	2.82	0.00
NEW HAMPSHIRE	24.79	17.95	23.08	19.6[illegible]	14.53
NEW JERSEY	69.17	.	13.50	16.[illegible]	1.33
NEW MEXICO	35.75	35.75	3.86	14.01	10.63
NEW YORK	12.98	48.80	14.18	24.05	0.00
NORTH CAROLINA	18.57	44.12	3.19	29.05	5.06
NORTH DAKOTA	66.67	14.91	6.14	6.14	6.14
OHIO	68.92	1.59	0.95	18.45	10.08
OKLAHOMA	60.83	3.21	1.35	19.90	14.72
OREGON	19.40	35.45	7.84	11.19	26.12
PENNSYLVANIA	40.03	6.28	1.16	26.37	26.15
PUERTO RICO	3.93	15.33	11.08	69.66	0.00
RHODE ISLAND	41.18	0.00	37.25	18.63	2.94
SOUTH CAROLINA	7.67	51.02	9.11	21.47	10.73
SOUTH DAKOTA	12.50	34.38	15.63	21.88	15.63
TENNESSEE	18.34	45.96	3.71	27.51	4.48
TEXAS	8.00	79.32	.	12.67	.
UTAH	41.80	26.98	11.64	15.87	3.70
VERMONT	46.45	19.35	2.58	31.61	0.00
VIRGINIA	20.29	52.80	5.28	18.63	3.00
WASHINGTON	40.70	8.72	5.81	22.97	21.80
WEST VIRGINIA	57.43	8.01	2.80	28.34	3.43
WISCONSIN	62.60	11.42	10.04	10.43	5.51
WYOMING	60.00	5.00	20.00	12.50	2.50
AMERICAN SAMOA	3.57	0.00	17.86	64.29	14.29
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	37.48	24.42	6.66	23.60	7.84
50 STATES, D.C. & P.R.	37.51	24.43	6.65	23.58	7.83

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	82	43	10	88	713	936
ALASKA	32	0	0	1	24	57
ARIZONA	72	18	1	164	20	275
ARKANSAS	5	1	0	8	5	19
CALIFORNIA	198	40	.	89	522	849
COLORADO	235	8	5	264	139	651
CONNECTICUT	469	93	3	153	416	1,134
DELAWARE	45	7	0	80	33	165
DISTRICT OF COLUMBIA	10	3	0	6	5	24
FLORIDA	426	11	0	603	224	1,264
GEORGIA	242	80	10	433	109	874
HAWAII	28	3	0	7	4	42
IDAHO	7	2	0	7	2	18
ILLINOIS	1,207	35	79	1,543	75	2,939
INDIANA	127	20	4	148	49	348
IOWA	187	24	4	447	149	811
KANSAS	208	5	3	108	226	550
KENTUCKY	45	6	0	101	107	259
LOUISIANA	13	41	2	228	173	457
MAINE	95	18	2	167	64	346
MARYLAND	36	5	3	58	0	102
MASSACHUSETTS	823	.	51	318	.	1,192
MICHIGAN	448	21	9	869	264	1,611
MINNESOTA	380	10	153	592	217	1,352
MISSISSIPPI	1	11	0	16	3	31
MISSOURI	156	86	0	618	98	958
MONTANA	13	19	0	10	20	62
NEBRASKA	76	6	0	95	44	221
NEVADA	22	10	1	11	1	45
NEW HAMPSHIRE	49	20	6	132	42	249
NEW JERSEY	917	.	7	824	90	1,838
NEW MEXICO	62	10	0	95	46	213
NEW YORK	1,048	261	48	2,334	0	3,691
NORTH CAROLINA	140	30	2	425	84	681
NORTH DAKOTA	15	0	1	15	24	55
OHIO	165	9	1	137	39	351
OKLAHOMA	43	1	1	31	45	121
OREGON	25	16	1	88	97	227
PENNSYLVANIA	182	15	267	615	949	2,028
PUERTO RICO	8	4	13	35	0	60
RHODE ISLAND	57	0	12	108	10	187
SOUTH CAROLINA	43	39	3	144	84	313
SOUTH DAKOTA	6	1	0	22	15	44
TENNESSEE	50	9	1	59	27	146
TEXAS	427	594	.	615	.	1,636
UTAH	266	19	3	100	17	405
VERMONT	24	6	0	42	10	82
VIRGINIA	143	302	0	298	56	799
WASHINGTON	82	5	2	265	228	582
WEST VIRGINIA	82	2	0	100	6	190
WISCONSIN	385	10	14	256	166	831
WYOMING	17	0	0	23	5	45
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9,924	1,979	722	13,995	5,746	32,366
50 STATES, D.C. & P.R.	9,924	1,979	722	13,995	5,746	32,366

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	8.76	4.59	1.07	9.40	76.18
ALASKA	56.14	0.00	0.00	1.75	42.11
ARIZONA	26.18	6.55	0.36	59.64	7.27
ARKANSAS	26.32	5.26	0.00	42.11	26.32
CALIFORNIA	23.32	4.71	.	10.48	61.48
COLORADO	36.10	1.23	0.77	40.55	21.35
CONNECTICUT	41.36	8.20	0.26	13.49	36.68
DELAWARE	27.27	4.24	0.00	48.48	20.00
DISTRICT OF COLUMBIA	41.67	12.50	0.00	25.00	20.83
FLORIDA	33.70	0.87	0.00	47.71	17.72
GEORGIA	27.69	9.15	1.14	49.54	12.47
HAWAII	66.67	7.14	0.00	16.67	9.52
IDAHO	38.89	11.11	0.00	38.89	11.11
ILLINOIS	41.07	1.19	2.69	52.50	2.55
INDIANA	36.49	5.75	1.15	42.53	14.08
IOWA	23.06	2.96	0.49	55.12	18.37
KANSAS	37.82	0.91	0.55	19.64	41.09
KENTUCKY	17.37	2.32	0.00	39.00	41.31
LOUISIANA	2.84	8.97	0.44	49.89	37.86
MAINE	27.46	5.20	0.58	48.27	18.50
MARYLAND	35.29	4.90	2.94	56.86	0.00
MASSACHUSETTS	69.04	.	4.28	26.68	.
MICHIGAN	27.81	1.30	0.56	53.94	16.39
MINNESOTA	28.11	0.74	11.32	43.79	16.05
MISSISSIPPI	3.23	35.48	0.00	51.61	9.68
MISSOURI	16.28	8.98	0.00	64.51	10.23
MONTANA	20.97	30.65	0.00	16.13	32.26
NEBRASKA	34.39	2.71	0.00	42.99	19.91
NEVADA	48.89	22.22	2.22	24.44	2.22
NEW HAMPSHIRE	19.68	8.03	2.41	53.01	16.87
NEW JERSEY	49.89	.	0.38	44.83	4.90
NEW MEXICO	29.11	4.69	0.00	44.60	21.60
NEW YORK	28.39	7.07	1.30	63.23	0.00
NORTH CAROLINA	20.56	4.41	0.29	62.41	12.33
NORTH DAKOTA	27.27	0.00	1.82	27.27	43.64
OHIO	47.01	2.56	0.28	39.03	11.11
OKLAHOMA	35.54	0.83	0.83	25.62	37.19
OREGON	11.01	7.05	0.44	38.77	42.73
PENNSYLVANIA	8.97	0.74	13.17	30.33	46.79
PUERTO RICO	13.33	6.67	21.67	58.33	0.00
RHODE ISLAND	30.48	0.00	6.42	57.75	5.35
SOUTH CAROLINA	13.74	12.46	0.96	46.01	26.84
SOUTH DAKOTA	13.64	2.27	0.00	50.00	34.09
TENNESSEE	34.25	6.16	0.68	40.41	18.49
TEXAS	26.10	36.31	.	37.59	.
UTAH	65.68	4.69	0.74	24.69	4.20
VERMONT	29.27	7.32	0.00	51.22	12.20
VIRGINIA	17.90	37.80	0.00	37.30	7.01
WASHINGTON	14.09	0.86	0.34	45.53	39.18
WEST VIRGINIA	43.16	1.05	0.00	52.63	3.16
WISCONSIN	46.33	1.20	1.68	30.81	19.98
WYOMING	37.78	0.00	0.00	51.11	11.11
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	30.66	6.11	2.23	43.24	17.75
50 STATES, D.C. & P.R.	30.66	6.11	2.23	43.24	17.75

DATA AS OF OCTOBER 1 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	33	28	0	12	4	77
ALASKA	8	3	1	3	2	17
ARIZONA	27	0	1	14	2	44
ARKANSAS	24	2	0	3	0	29
CALIFORNIA	76	60	0	12	79	227
COLORADO	48	1	1	1	0	51
CONNECTICUT	14	1	1	1	4	21
DELAWARE	10	1	0	0	0	11
DISTRICT OF COLUMBIA	2	0	0	0	0	2
FLORIDA	121	4	1	7	3	136
GEORGIA	20	5	1	5	2	33
HAWAII	3	4	1	1	3	12
IDAHO	10	1	2	0	0	13
ILLINOIS	120	1	1	13	2	137
INDIANA	91	8	0	9	7	115
IOWA	32	0	0	7	3	42
KANSAS	36	0	0	3	1	40
KENTUCKY	41	1	1	5	2	50
LOUISIANA	29	21	0	16	12	78
MAINE	13	1	0	1	0	15
MARYLAND	6	3	0	2	0	11
MASSACHUSETTS	84	0	5	34	0	123
MICHIGAN	65	8	2	19	9	103
MINNESOTA	38	0	0	2	0	40
MISSISSIPPI	7	29	0	4	0	40
MISSOURI	42	8	0	6	4	60
MONTANA	4	0	0	1	1	6
NEBRASKA	23	0	0	4	3	30
NEVADA	6	0	0	4	2	12
NEW HAMPSHIRE	12	1	0	2	0	15
NEW JERSEY	83	0	0	8	2	93
NEW MEXICO	23	3	0	5	1	32
NEW YORK	106	28	9	25	0	168
NORTH CAROLINA	41	4	0	13	3	61
NORTH DAKOTA	6	0	0	0	0	6
OHIO	88	2	8	0	1	99
OKLAHOMA	20	0	1	2	0	23
OREGON	47	13	4	17	35	116
PENNSYLVANIA	172	1	125	22	90	410
PUERTO RICO	14	19	35	34	0	102
RHODE ISLAND	16	0	0	0	1	17
SOUTH CAROLINA	26	13	0	5	0	44
SOUTH DAKOTA	6	0	2	0	0	8
TENNESSEE	28	30	0	9	2	69
TEXAS	54	131	.	16	.	201
UTAH	8	0	0	0	0	8
VERMONT	11	1	0	0	0	12
VIRGINIA	24	16	0	1	1	42
WASHINGTON	60	2	0	13	15	90
WEST VIRGINIA	18	0	0	1	0	19
WISCONSIN	9	0	0	2	0	11
WYOMING	9	0	0	2	0	11
AMERICAN SAMOA	0	0	0	1	0	1
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,914	454	202	367	296	3,233
50 STATES, D.C. & P.R.	1,914	454	202	366	296	3,232

DATA AS OF OCTOBER ., 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	42.86	36.36	0.00	15.58	5.19
ALASKA	47.06	17.65	5.88	17.65	11.76
ARIZONA	61.36	0.00	2.27	31.82	4.55
ARKANSAS	82.76	6.90	0.00	10.34	0.00
CALIFORNIA	33.48	26.43	0.00	5.29	34.80
COLORADO	94.12	1.96	1.96	1.96	0.00
CONNECTICUT	66.67	4.76	4.76	4.76	19.05
DELAWARE	90.91	9.09	0.00	0.00	0.00
DISTRICT OF COLUMBIA	100.00	0.00	0.00	0.00	0.00
FLORIDA	88.97	2.94	0.74	5.15	2.21
GEORGIA	60.61	15.15	3.03	15.15	6.06
HAWAII	25.00	33.33	8.33	8.33	25.00
IDAHO	76.92	7.69	15.38	0.00	0.00
ILLINOIS	87.59	0.73	0.73	9.49	1.46
INDIANA	79.13	6.96	0.00	7.83	6.09
IOWA	76.19	0.00	0.00	16.67	7.14
KANSAS	90.00	0.00	0.00	7.50	2.50
KENTUCKY	82.00	2.00	2.00	10.00	4.00
LOUISIANA	37.18	26.92	0.00	20.51	15.38
MAINE	86.67	6.67	0.00	6.67	0.00
MARYLAND	54.55	27.27	0.00	18.18	0.00
MASSACHUSETTS	68.29	0.00	4.07	27.64	0.00
MICHIGAN	63.11	7.77	1.94	18.45	8.74
MINNESOTA	95.00	0.00	0.00	5.00	0.00
MISSISSIPPI	17.50	72.50	0.00	10.00	0.00
MISSOURI	70.00	13.33	0.00	10.00	6.67
MONTANA	66.67	0.00	0.00	16.67	16.67
NEBRASKA	76.67	0.00	0.00	13.33	10.00
NEVADA	50.00	0.00	0.00	33.33	16.67
NEW HAMPSHIRE	80.00	6.67	0.00	13.33	0.00
NEW JERSEY	89.25	0.00	0.00	8.60	2.15
NEW MEXICO	71.88	9.38	0.00	15.63	3.13
NEW YORK	63.10	16.67	5.36	14.88	0.00
NORTH CAROLINA	67.21	6.56	0.00	21.31	4.92
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00
OHIO	88.89	2.02	8.08	0.00	1.01
OKLAHOMA	86.96	0.00	4.35	8.70	0.00
OREGON	40.52	11.21	3.45	14.66	30.17
PENNSYLVANIA	41.95	0.24	30.49	5.37	21.95
PUERTO RICO	13.73	18.63	34.31	33.33	0.00
RHODE ISLAND	94.12	0.00	0.00	0.00	5.88
SOUTH CAROLINA	59.09	29.55	0.00	11.36	0.00
SOUTH DAKOTA	75.00	0.00	25.00	0.00	0.00
TENNESSEE	40.58	43.48	0.00	13.04	2.90
TEXAS	26.87	65.17	.	7.96	.
UTAH	100.00	0.00	0.00	0.00	0.00
VERMONT	91.67	8.33	0.00	0.00	0.00
VIRGINIA	57.14	38.10	0.00	2.38	2.38
WASHINGTON	66.67	2.22	0.00	14.44	16.67
WEST VIRGINIA	94.74	0.00	0.00	5.26	0.00
WISCONSIN	81.82	0.00	0.00	18.18	0.00
WYOMING	81.82	0.00	0.00	18.18	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	59.20	14.04	6.25	11.35	9.16
50 STATES, D.C. & P.R.	59.22	14.05	6.25	11.32	9.16

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	27	38	8	30	1	104
ALASKA	2	0	0	0	3	5
ARIZONA	31	5	14	9	5	64
ARKANSAS	8	7	0	3	0	18
CALIFORNIA	61	37	111	11	97	317
COLORADO	72	22	11	33	0	138
CONNECTICUT	8	8	9	0	3	28
DELAWARE	6	1	2	8	9	26
DISTRICT OF COLUMBIA	0	6	0	0	1	7
FLORIDA	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.
HAWAII	2	0	0	0	0	2
IDAHO	3	6	1	0	0	10
ILLINOIS	.	.	.	.	.	.
INDIANA	9	37	21	10	3	80
IOWA	10	6	21	2	3	42
KANSAS	98	1	5	60	80	244
KENTUCKY	13	29	1	8	3	54
LOUISIANA	0	12	1	4	6	23
MAINE	17	11	4	8	2	42
MARYLAND	8	25	5	13	0	51
MASSACHUSETTS	132	.	8	50	.	190
MICHIGAN	5	1	24	8	18	56
MINNESOTA	0	0	0	0	0	0
MISSISSIPPI	0	4	6	0	0	10
MISSOURI	24	4	0	12	0	40
MONTANA	1	1	0	4	2	8
NEBRASKA	0	2	9	0	4	15
NEVADA	3	4	3	0	0	10
NEW HAMPSHIRE	5	1	9	0	3	18
NEW JERSEY	216	.	28	71	8	323
NEW MEXICO	16	15	1	2	3	37
NEW YORK	79	231	93	69	0	472
NORTH CAROLINA	7	7	10	8	4	36
NORTH DAKOTA	.	.	.	.	.	.
OHIO	199	76	75	19	7	376
OKLAHOMA	22	2	12	4	7	47
OREGON	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0
PUERTO RICO	1	1	51	30	0	83
RHODE ISLAND	0	0	1	0	0	1
SOUTH CAROLINA	3	29	5	7	0	44
SOUTH DAKOTA	0	0	3	2	0	5
TENNESSEE	5	24	4	8	5	46
TEXAS	3	137	.	32	.	172
UTAH	11	15	17	4	2	49
VERMONT	1	0	3	0	0	4
VIRGINIA	18	33	10	1	2	64
WASHINGTON	50	14	18	15	19	116
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	306	71	61	62	71	571
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,482	923	665	607	371	4,048
50 STATES, D.C. & P.R.	1,482	923	665	607	371	4,048

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	25.96	36.54	7.69	28.85	0.96
ALASKA	40.00	0.00	0.00	0.00	60.00
ARIZONA	48.44	7.81	21.88	14.06	7.81
ARKANSAS	44.44	38.89	0.00	16.67	0.00
CALIFORNIA	19.24	11.67	35.02	3.47	30.60
COLORADO	52.17	15.94	7.97	23.91	0.00
CONNECTICUT	28.57	28.57	32.14	0.00	10.71
DELAWARE	23.08	3.85	7.69	30.77	34.62
DISTRICT OF COLUMBIA	0.00	85.71	0.00	0.00	14.29
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	100.00	0.00	0.00	0.00	0.00
IDAHO	30.00	60.00	10.00	0.00	0.00
ILLINOIS	.	.	.	.	.
INDIANA	11.25	46.25	26.25	12.50	3.75
IOWA	23.81	14.29	50.00	4.76	7.14
KANSAS	40.16	0.41	2.05	24.59	32.79
KENTUCKY	24.07	53.70	1.85	14.81	5.56
LOUISIANA	0.00	52.17	4.35	17.39	26.09
MAINE	40.48	26.19	9.52	19.05	4.76
MARYLAND	15.69	49.02	9.80	25.49	0.00
MASSACHUSETTS	69.47	.	4.21	26.32	.
MICHIGAN	8.93	1.79	42.86	14.29	32.14
MINNESOTA	.	.	.	.	.
MISSISSIPPI	0.00	40.00	60.00	0.00	0.00
MISSOURI	60.00	10.00	0.00	30.00	0.00
MONTANA	12.50	12.50	0.00	50.00	25.00
NEBRASKA	0.00	13.33	60.00	0.00	26.67
NEVADA	30.00	40.00	30.00	0.00	0.00
NEW HAMPSHIRE	27.78	5.56	50.00	0.00	16.67
NEW JERSEY	66.87	.	8.67	21.98	2.48
NEW MEXICO	43.24	40.54	2.70	5.41	8.11
NEW YORK	16.74	48.94	19.70	14.62	0.00
NORTH CAROLINA	19.44	19.44	27.78	22.22	11.11
NORTH DAKOTA	.	.	.	.	.
OHIO	52.93	20.21	19.95	5.05	1.86
OKLAHOMA	46.81	4.26	25.53	8.51	14.89
OREGON	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	1.20	1.20	61.45	36.14	0.00
RHODE ISLAND	0.00	0.00	100.00	0.00	0.00
SOUTH CAROLINA	6.82	65.91	11.36	15.91	0.00
SOUTH DAKOTA	0.00	0.00	60.00	40.00	0.00
TENNESSEE	10.87	52.17	8.70	17.39	10.87
TEXAS	1.74	79.65	.	18.60	.
UTAH	22.45	30.61	34.69	8.16	4.08
VERMONT	25.00	0.00	75.00	0.00	0.00
VIRGINIA	28.13	51.56	15.63	1.56	3.13
WASHINGTON	43.10	12.07	15.52	12.93	16.38
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	53.59	12.43	10.68	10.86	12.43
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	36.61	22.80	16.43	15.00	9.17
50 STATES, D.C. & P.R.	36.61	22.80	16.43	15.00	9.17

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	14	4	0	1	0	19
ALASKA	2	0	0	0	1	3
ARIZONA	5	0	1	1	27	34
ARKANSAS	3	0	0	0	0	3
CALIFORNIA	100	96	74	17	104	391
COLORADO	29	0	0	4	1	34
CONNECTICUT	7	1	0	0	1	9
DELAWARE	2	3	0	0	0	5
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	92	10	0	9	3	114
GEORGIA	24	14	2	3	0	43
HAWAII	9	3	0	0	1	13
IDAHO	4	0	1	1	0	6
ILLINOIS	111	1	12	7	1	132
INDIANA	23	7	0	2	2	34
IOWA	28	1	0	7	8	44
KANSAS	7	0	0	0	2	9
KENTUCKY	19	3	0	1	1	24
LOUISIANA	17	6	1	11	3	38
MAINE	6	0	0	1	0	7
MARYLAND	9	1	0	0	0	10
MASSACHUSETTS	67	.	4	26	.	97
MICHIGAN	122	4	5	29	20	180
MINNESOTA	48	5	6	4	8	71
MISSISSIPPI	7	7	3	3	3	23
MISSOURI	50	16	4	4	2	76
MONTANA	2	0	0	0	1	3
NEBRASKA	10	1	4	5	5	25
NEVADA	1	0	0	0	0	1
NEW HAMPSHIRE	3	1	1	1	1	7
NEW JERSEY	30	.	0	2	2	34
NEW MEXICO	14	2	0	2	2	20
NEW YORK	66	17	5	8	0	96
NORTH CAROLINA	28	4	0	1	0	33
NORTH DAKOTA	2	1	0	0	0	3
OHIO	191	4	2	13	4	214
OKLAHOMA	5	0	0	0	1	6
OREGON	20	5	3	14	39	81
PENNSYLVANIA	12	3	2	18	36	71
PUERTO RICO	12	4	6	4	0	26
RHODE ISLAND	2	0	1	1	0	4
SOUTH CAROLINA	16	13	1	3	2	35
SOUTH DAKOTA	4	0	0	1	0	5
TENNESSEE	32	17	0	5	8	62
TEXAS	90	95	.	19	.	204
UTAH	4	2	0	0	1	7
VERMONT	3	0	0	1	0	4
VIRGINIA	20	11	0	1	1	33
WASHINGTON	26	1	1	8	8	44
WEST VIRGINIA	4	2	0	1	0	7
WISCONSIN	12	0	0	0	1	13
WYOMING	6	0	1	0	0	7
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,420	365	140	239	300	2,464
50 STATES, D.C. & P.R.	1,420	365	140	239	300	2,464

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	73.68	21.05	0.00	5.26	0.00
ALASKA	66.67	0.00	0.00	0.00	33.33
ARIZONA	14.71	0.00	2.94	2.94	79.41
ARKANSAS	100.00	0.00	0.00	0.00	0.00
CALIFORNIA	25.58	24.55	18.93	4.35	26.60
COLORADO	85.29	0.00	0.00	11.76	2.94
CONNECTICUT	77.78	11.11	0.00	0.00	11.11
DELAWARE	40.00	60.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	80.70	8.77	0.00	7.89	2.63
GEORGIA	55.81	32.56	4.65	6.98	0.00
HAWAII	69.23	23.08	0.00	0.00	7.69
IDAHO	66.67	0.00	16.67	16.67	0.00
ILLINOIS	84.09	0.76	9.09	5.30	0.76
INDIANA	67.65	20.59	0.00	5.88	5.88
IOWA	63.64	2.27	0.00	15.91	18.18
KANSAS	77.78	0.00	0.00	0.00	22.22
KENTUCKY	79.17	12.50	0.00	4.17	4.17
LOUISIANA	44.74	15.79	2.63	28.95	7.89
MAINE	85.71	0.00	0.00	14.29	0.00
MARYLAND	90.00	10.00	0.00	0.00	0.00
MASSACHUSETTS	69.07	.	4.12	26.80	.
MICHIGAN	67.78	2.22	2.78	16.11	11.11
MINNESOTA	67.61	7.04	8.45	5.63	11.27
MISSISSIPPI	30.43	30.43	13.04	13.04	13.04
MISSOURI	65.79	21.05	5.26	5.26	2.63
MONTANA	66.67	0.00	0.00	0.00	33.33
NEBRASKA	40.00	4.00	16.00	20.00	20.00
NEVADA	100.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	42.86	14.29	14.29	14.29	14.29
NEW JERSEY	88.24	.	0.00	5.88	5.88
NEW MEXICO	70.00	10.00	0.00	10.00	10.00
NEW YORK	68.75	17.71	5.21	8.33	0.00
NORTH CAROLINA	84.85	12.12	0.00	3.03	0.00
NORTH DAKOTA	66.67	33.33	0.00	0.00	0.00
OHIO	89.25	1.87	0.93	6.07	1.87
OKLAHOMA	83.33	0.00	0.00	0.00	16.67
OREGON	24.69	6.17	3.70	17.28	48.15
PENNSYLVANIA	16.90	4.23	2.82	25.35	50.70
PUERTO RICO	46.15	15.38	23.08	15.38	0.00
RHODE ISLAND	50.00	0.00	25.00	25.00	0.00
SOUTH CAROLINA	45.71	37.14	2.86	8.57	5.71
SOUTH DAKOTA	80.00	0.00	0.00	20.00	0.00
TENNESSEE	51.61	27.42	0.00	8.06	12.90
TEXAS	44.12	46.57	.	9.31	.
UTAH	57.14	28.57	0.00	0.00	14.29
VERMONT	75.00	0.00	0.00	25.00	0.00
VIRGINIA	60.61	33.33	0.00	3.03	3.03
WASHINGTON	59.09	2.27	2.27	18.18	18.18
WEST VIRGINIA	57.14	28.57	0.00	14.29	0.00
WISCONSIN	92.31	0.00	0.00	0.00	7.69
WYOMING	85.71	0.00	14.29	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	57.63	14.81	5.68	9.70	12.18
50 STATES, D.C. & P.R.	57.63	14.81	5.68	9.70	12.18

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	19	3	1	2	0	25
ALASKA	4	1	0	0	2	7
ARIZONA	6	0	0	1	1	8
ARKANSAS	2	2	0	1	0	5
CALIFORNIA	189	37	56	25	151	458
COLORADO	.	.	.	.	.	.
CONNECTICUT	46	3	2	2	12	65
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	2	0	0	0	0	2
FLORIDA	131	15	1	98	40	285
GEORGIA	11	2	0	2	3	18
HAWAII	2	6	0	0	0	8
IDAHO	7	1	0	2	0	10
ILLINOIS	41	2	2	24	1	70
INDIANA	2	2	0	0	0	4
IOWA	.	.	.	.	.	.
KANSAS	2	0	0	5	3	10
KENTUCKY	35	1	0	2	4	42
LOUISIANA	15	21	0	15	13	64
MAINE	16	2	0	1	2	21
MARYLAND	9	1	1	5	0	16
MASSACHUSETTS	85	.	5	32	.	122
MICHIGAN	1	3	4	2	5	15
MINNESOTA	21	0	1	6	3	31
MISSISSIPPI	.	.	.	.	.	.
MISSOURI	18	2	0	6	0	26
MONTANA	3	0	0	0	0	3
NEBRASKA	10	0	0	3	4	17
NEVADA	5	1	0	0	0	6
NEW HAMPSHIRE	19	1	2	7	3	32
NEW JERSEY	43	.	0	14	4	61
NEW MEXICO	5	0	0	2	1	8
NEW YORK	87	43	19	24	0	173
NORTH CAROLINA	56	11	5	26	20	118
NORTH DAKOTA	2	0	0	0	0	2
OHIO	.	.	.	.	.	.
OKLAHOMA	6	0	0	0	1	7
OREGON	17	9	4	9	36	75
PENNSYLVANIA	0	0	0	0	0	0
PUERTO RICO	11	3	18	23	0	55
RHODE ISLAND	19	0	1	3	4	27
SOUTH CAROLINA	0	3	0	0	0	3
SOUTH DAKOTA	1	0	0	0	0	1
TENNESSEE	64	12	0	9	20	105
TEXAS	240	277	.	90	.	607
UTAH	8	2	0	1	0	11
VERMONT	9	0	0	1	0	10
VIRGINIA	12	10	2	1	0	25
WASHINGTON	123	4	3	63	63	256
WEST VIRGINIA	4	0	0	1	1	6
WISCONSIN	6	0	0	2	3	11
WYOMING	3	0	0	3	0	6
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,417	480	127	513	400	2,937
50 STATES, D.C. & P.R.	1,417	480	127	513	400	2,937

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

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TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL [illegible]TEM

DURING THE 1989-90 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	76.00	12.00	4.00	8.00	0.00
ALASKA	57.14	14.29	0.00	0.00	28.57
ARIZONA	75.00	0.00	0.00	12.50	12.50
ARKANSAS	40.00	40.00	0.00	20.00	0.00
CALIFORNIA	41.27	8.08	12.23	5.46	32.97
COLORADO	.	.	.	.	.
CONNECTICUT	70.77	4.62	3.08	3.08	18.46
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	100.00	0.00	0.00	0.00	0.00
FLORIDA	45.96	5.26	0.35	34.39	14.04
GEORGIA	61.11	11.11	0.00	11.11	16.67
HAWAII	25.00	75.00	0.00	0.00	0.00
IDAHO	70.00	10.00	0.00	20.00	0.00
ILLINOIS	58.57	2.86	2.86	34.29	1.43
INDIANA	50.00	50.00	0.00	0.00	0.00
IOWA	.	.	.	.	.
KANSAS	20.00	0.00	0.00	50.00	30.00
KENTUCKY	83.33	2.38	0.00	4.76	9.52
LOUISIANA	23.44	32.81	0.00	23.44	20.31
MAINE	76.19	9.52	0.00	4.76	9.52
MARYLAND	56.25	6.25	6.25	31.25	0.00
MASSACHUSETTS	69.67	.	4.10	26.23	.
MICHIGAN	6.67	20.00	26.67	13.33	33.33
MINNESOTA	67.74	0.00	3.23	19.35	9.68
MISSISSIPPI	.	.	.	.	.
MISSOURI	69.23	7.69	0.00	23.08	0.00
MONTANA	100.00	0.00	0.00	0.00	0.00
NEBRASKA	58.82	0.00	0.00	17.65	23.53
NEVADA	83.33	16.67	0.00	0.00	0.00
NEW HAMPSHIRE	59.38	3.13	6.25	21.88	9.38
NEW JERSEY	70.49	.	0.00	22.95	6.56
NEW MEXICO	62.50	0.00	0.00	25.00	12.50
NEW YORK	50.29	24.86	10.98	13.87	0.00
NORTH CAROLINA	47.46	9.32	4.24	22.03	16.95
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00
OHIO	.	.	.	.	.
OKLAHOMA	85.71	0.00	0.00	0.00	14.29
OREGON	22.67	12.00	5.33	12.00	48.00
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	20.00	5.45	32.73	41.82	0.00
RHODE ISLAND	70.37	0.00	3.70	11.11	14.81
SOUTH CAROLINA	0.00	100.00	0.00	0.00	0.00
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00
TENNESSEE	60.95	11.43	0.00	8.57	19.05
TEXAS	39.54	45.63	.	14.83	.
UTAH	72.73	18.18	0.00	9.09	0.00
VERMONT	90.00	0.00	0.00	10.00	0.00
VIRGINIA	48.00	40.00	8.00	4.00	0.00
WASHINGTON	48.05	1.56	1.17	24.61	24.61
WEST VIRGINIA	66.67	0.00	0.00	16.67	16.67
WISCONSIN	54.55	0.00	0.00	18.18	27.27
WYOMING	50.00	0.00	0.00	50.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	48.25	16.34	4.32	17.47	13.62
50 STATES, D.C. & P.R.	48.25	16.34	4.32	17.47	13.62

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	16	0	0	0	34	50
ALASKA	1	0	0	0	2	3
ARIZONA	8	2	0	2	1	13
ARKANSAS	15	1	0	1	1	18
CALIFORNIA	107	23	19	17	51	217
COLORADO	10	0	0	1	0	11
CONNECTICUT	4	0	5	2	5	16
DELAWARE	6	3	1	0	0	10
DISTRICT OF COLUMBIA	1	0	0	0	0	1
FLORIDA	47	1	0	4	0	52
GEORGIA	29	6	0	19	7	61
HAWAII	2	0	0	0	0	2
IDAHO	4	0	0	1	0	5
ILLINOIS	41	2	1	4	1	49
INDIANA	41	8	0	4	4	57
IOWA	7	3	0	0	1	11
KANSAS	5	0	0	2	1	8
KENTUCKY	25	1	0	3	2	31
LOUISIANA	15	9	0	3	3	30
MAINE	4	0	0	0	0	4
MARYLAND	5	2	0	0	0	7
MASSACHUSETTS	36	.	2	14	.	52
MICHIGAN	22	1	0	5	2	30
MINNESOTA	25	0	2	3	0	30
MISSISSIPPI	5	7	0	5	1	18
MISSOURI	32	0	0	6	2	40
MONTANA	4	0	0	0	0	4
NEBRASKA	9	0	0	1	0	10
NEVADA	2	0	0	0	0	2
NEW HAMPSHIRE	7	0	0	1	1	9
NEW JERSEY	2	.	0	0	0	2
NEW MEXICO	7	1	0	1	1	10
NEW YORK	60	3	0	9	0	72
NORTH CAROLINA	19	1	0	2	1	23
NORTH DAKOTA	3	1	0	0	0	4
OHIO	46	2	3	7	2	60
OKLAHOMA	8	0	0	3	4	15
OREGON	20	13	2	8	11	54
PENNSYLVANIA	23	0	1	6	35	65
PUERTO RICO	18	6	9	20	0	53
RHODE ISLAND	2	0	1	0	0	3
SOUTH CAROLINA	10	8	2	2	0	22
SOUTH DAKOTA	0	1	0	0	0	1
TENNESSEE	24	10	0	6	0	40
TEXAS	52	56	.	13	.	121
UTAH	12	0	0	1	0	13
VERMONT	3	0	0	0	0	3
VIRGINIA	24	2	0	1	1	28
WASHINGTON	6	1	0	3	6	16
WEST VIRGINIA	6	0	0	1	0	7
WISCONSIN	16	0	0	1	1	18
WYOMING	1	0	0	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	897	174	48	182	181	1,482
50 STATES, D.C. & P.R.	897	174	48	182	181	1,482

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	32.00	0.00	0.00	0.00	68.00
ALASKA	33.33	0.00	0.00	0.00	66.67
ARIZONA	61.54	15.38	0.00	15.38	7.69
ARKANSAS	83.33	5.56	0.00	5.56	5.56
CALIFORNIA	49.31	10.60	8.76	7.83	23.50
COLORADO	90.91	0.00	0.00	9.09	0.00
CONNECTICUT	25.00	0.00	31.25	12.50	31.25
DELAWARE	60.00	30.00	10.00	0.00	0.00
DISTRICT OF COLUMBIA	100.00	0.00	0.00	0.00	0.00
FLORIDA	90.38	1.92	0.00	7.69	0.00
GEORGIA	47.54	9.84	0.00	31.15	11.48
HAWAII	100.00	0.00	0.00	0.00	0.00
IDAHO	80.00	0.00	0.00	20.00	0.00
ILLINOIS	83.67	4.08	2.04	8.16	2.04
INDIANA	71.93	14.04	0.00	7.02	7.02
IOWA	63.64	27.27	0.00	0.00	9.09
KANSAS	62.50	0.00	0.00	25.00	12.50
KENTUCKY	80.65	3.23	0.00	9.68	6.45
LOUISIANA	50.00	30.00	0.00	10.00	10.00
MAINE	100.00	0.00	0.00	0.00	0.00
MARYLAND	71.43	28.57	0.00	0.00	0.00
MASSACHUSETTS	69.23	.	3.85	26.92	.
MICHIGAN	73.33	3.33	0.00	16.67	6.67
MINNESOTA	83.33	0.00	6.67	10.00	0.00
MISSISSIPPI	27.78	38.89	0.00	27.78	5.56
MISSOURI	80.00	0.00	0.00	15.00	5.00
MONTANA	100.00	0.00	0.00	0.00	0.00
NEBRASKA	90.00	0.00	0.00	10.00	0.00
NEVADA	100.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	77.78	0.00	0.00	11.11	11.11
NEW JERSEY	100.00	.	0.00	0.00	0.00
NEW MEXICO	70.00	10.00	0.00	10.00	10.00
NEW YORK	83.33	4.17	0.00	12.50	0.00
NORTH CAROLINA	82.61	4.35	0.00	8.70	4.35
NORTH DAKOTA	75.00	25.00	0.00	0.00	0.00
OHIO	76.67	3.33	5.00	11.67	3.33
OKLAHOMA	53.33	0.00	0.00	20.00	26.67
OREGON	37.04	24.07	3.70	14.81	20.37
PENNSYLVANIA	35.38	0.00	1.54	9.23	53.85
PUERTO RICO	33.96	11.32	16.98	37.74	0.00
RHODE ISLAND	66.67	0.00	33.33	0.00	0.00
SOUTH CAROLINA	45.45	36.36	9.09	9.09	0.00
SOUTH DAKOTA	0.00	100.00	0.00	0.00	0.00
TENNESSEE	60.00	25.00	0.00	15.00	0.00
TEXAS	42.98	46.28	.	10.74	.
UTAH	92.31	0.00	0.00	7.69	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00
VIRGINIA	85.71	7.14	0.00	3.57	3.57
WASHINGTON	37.50	6.25	0.00	18.75	37.50
WEST VIRGINIA	85.71	0.00	0.00	14.29	0.00
WISCONSIN	88.89	0.00	0.00	5.56	5.56
WYOMING	100.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	60.53	11.74	3.24	12.28	12.21
50 STATES, D.C. & P.R.	60.53	11.74	3.24	12.28	12.21

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	0	0	0	0	0	0
ALASKA	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0
CALIFORNIA	.	.	.	.	4	4
COLORADO	2	0	1	0	0	3
CONNECTICUT	2	0	0	0	0	2
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	2	1	1	0	0	4
GEORGIA	0	0	0	0	0	0
HAWAII	2	2	0	0	0	4
IDAHO	0	0	0	0	0	0
ILLINOIS	1	0	0	1	0	2
INDIANA	2	1	0	0	0	3
IOWA	0	0	0	0	0	0
KANSAS	.	.	.	.	.	.
KENTUCKY	0	0	2	0	0	2
LOUISIANA	0	3	0	0	0	3
MAINE	0	0	1	0	0	1
MARYLAND	0	0	0	0	0	0
MASSACHUSETTS	6	.	1	2	.	9
MICHIGAN	.	.	.	.	.	.
MINNESOTA	27	0	0	0	0	27
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	34	4	0	4	4	46
MONTANA	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	1	0	0	1
NEW JERSEY	7	.	0	2	0	9
NEW MEXICO	0	0	0	0	0	0
NEW YORK	1	0	0	0	0	1
NORTH CAROLINA	0	0	0	0	0	0
NORTH DAKOTA	0	0	0	0	0	0
OHIO	0	0	0	0	0	0
OKLAHOMA	4	0	0	0	0	4
OREGON	1	0	3	0	0	4
PENNSYLVANIA	0	0	0	0	2	2
PUERTO RICO	1	0	2	0	0	3
RHODE ISLAND	0	0	2	0	0	2
SOUTH CAROLINA	0	1	0	0	0	1
SOUTH DAKOTA	0	0	0	0	0	0
TENNESSEE	0	3	0	0	1	4
TEXAS	0	7	.	0	.	7
UTAH	0	0	0	0	0	0
VERMONT	1	0	0	0	0	1
VIRGINIA	0	0	0	0	0	0
WASHINGTON	0	0	0	3	0	3
WEST VIRGINIA	1	0	0	0	0	1
WISCONSIN	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	94	22	14	12	11	153
50 STATES, D.C. & P.R.	94	22	14	12	11	153

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	.	.	.	.	.
ALASKA	.	.	.	.	.
ARIZONA	.	.	.	.	.
ARKANSAS	.	.	.	.	.
CALIFORNIA	.	.	.	.	100.00
COLORADO	66.67	0.00	33.33	0.00	0.00
CONNECTICUT	100.00	0.00	0.00	0.00	0.00
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	50.00	25.00	25.00	0.00	0.00
GEORGIA	.	.	.	.	.
HAWAII	50.00	50.00	0.00	0.00	0.00
IDAHO	.	.	.	.	.
ILLINOIS	50.00	0.00	0.00	50.00	0.00
INDIANA	66.67	33.33	0.00	0.00	0.00
IOWA	.	.	.	.	.
KANSAS	.	.	.	.	.
KENTUCKY	0.00	0.00	100.00	0.00	0.00
LOUISIANA	0.00	100.00	0.00	0.00	0.00
MAINE	0.00	0.00	100.00	0.00	0.00
MARYLAND	.	.	.	.	.
MASSACHUSETTS	66.67	.	11.11	22.22	.
MICHIGAN	.	.	.	.	.
MINNESOTA	100.00	0.00	0.00	0.00	0.00
MISSISSIPPI	.	.	.	.	.
MISSOURI	73.91	8.70	0.00	8.70	8.70
MONTANA	.	.	.	.	.
NEBRASKA	.	.	.	.	.
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	100.00	0.00	0.00
NEW JERSEY	77.78	.	0.00	22.22	0.00
NEW MEXICO	.	.	.	.	.
NEW YORK	100.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	.	.	.	.	.
NORTH DAKOTA	.	.	.	.	.
OHIO	.	.	.	.	.
OKLAHOMA	100.00	0.00	0.00	0.00	0.00
OREGON	25.00	0.00	75.00	0.00	0.00
PENNSYLVANIA	0.00	0.00	0.00	0.00	100.00
PUERTO RICO	33.33	0.00	66.67	0.00	0.00
RHODE ISLAND	0.00	0.00	100.00	0.00	0.00
SOUTH CAROLINA	0.00	100.00	0.00	0.00	0.00
SOUTH DAKOTA	.	.	.	.	.
TENNESSEE	0.00	75.00	0.00	0.00	25.00
TEXAS	0.00	100.00	.	0.00	.
UTAH	.	.	.	.	.
VERMONT	100.00	0.00	0.00	0.00	0.00
VIRGINIA	.	.	.	.	.
WASHINGTON	0.00	0.00	0.00	100.00	0.00
WEST VIRGINIA	100.00	0.00	0.00	0.00	0.00
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	61.44	14.38	9.15	7.84	7.19
50 STATES, D.C. & P.R.	61.44	14.38	9.15	7.84	7.19

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP2A)
8OCT91

TABLE AD2

NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT ACROSS THE UNITED STATES AND INSULAR AREAS

DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT NUMBER	DROPPED OUT PERCENT	OTHER BASIS OF EXIT NUMBER	OTHER BASIS OF EXIT PERCENT	TOTAL EXITING THE SYSTEM NUMBER	TOTAL EXITING THE SYSTEM PERCENT
14	258	4.22	354	5.79	6	0.10	1,042	17.06	4,449	72.83	6,109	100
15	165	1.91	353	4.09	43	0.50	3,097	35.90	4,969	57.60	8,627	100
16	448	2.05	393	1.80	157	0.72	15,309	70.14	5,520	25.29	21,827	100
17	14,389	38.16	1,817	4.82	136	0.36	15,657	41.52	5,712	15.15	37,711	100
18	44,922	63.53	6,994	9.89	256	0.36	13,459	19.03	5,080	7.18	70,711	100
19	27,814	65.50	5,821	13.71	175	0.41	6,681	15.73	1,972	4.64	42,463	100
20	8,129	49.48	2,845	17.32	536	3.26	2,922	17.79	1,997	12.16	16,429	100
21	2,779	29.12	2,340	24.52	2,681	28.09	842	8.82	901	9.44	9,543	100
21+	594	18.02	793	24.05	1,708	51.80	120	3.64	82	2.49	3,297	100
14-21+	103,703	44.81	28,773	12.43	5,698	2.46	62,562	27.03	30,682	13.26	231,418	100

SPECIFIC LEARNING DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT NUMBER	DROPPED OUT PERCENT	OTHER BASIS OF EXIT NUMBER	OTHER BASIS OF EXIT PERCENT	TOTAL EXITING THE SYSTEM NUMBER	TOTAL EXITING THE SYSTEM PERCENT
14	192	6.09	163	5.17	1	0.03	574	18.20	2,224	70.51	3,154	100
15	119	2.73	170	3.90	10	0.23	1,590	36.52	2,465	56.61	4,354	100
16	242	2.20	165	1.50	48	0.44	7,841	71.32	2,698	24.54	10,994	100
17	9,547	44.48	835	3.89	51	0.24	8,482	39.52	2,547	11.87	21,462	100
18	29,240	69.10	3,408	8.05	71	0.17	7,482	17.68	2,116	5.00	42,317	100
19	17,726	71.44	2,421	9.76	47	0.19	3,696	14.90	922	3.72	24,812	100
20	4,520	60.92	762	10.27	37	0.50	1,497	20.18	603	8.13	7,419	100
21	771	43.46	223	12.57	302	17.02	325	18.32	153	8.62	1,774	100
21+	132	37.93	115	33.05	49	14.08	30	8.62	22	6.32	348	100
14-21+	65,591	51.85	12,680	10.02	616	0.49	33,858	26.77	13,750	10.87	126,495	100

SPEECH OR LANGUAGE IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA NUMBER	GRADUATED WITH DIPLOMA PERCENT	GRADUATED WITH CERTIFICATE NUMBER	GRADUATED WITH CERTIFICATE PERCENT	REACHED MAXIMUM AGE NUMBER	REACHED MAXIMUM AGE PERCENT	DROPPED OUT NUMBER	DROPPED OUT PERCENT	OTHER BASIS OF EXIT NUMBER	OTHER BASIS OF EXIT PERCENT	TOTAL EXITING THE SYSTEM NUMBER	TOTAL EXITING THE SYSTEM PERCENT
14	17	1.89	34	3.77	0	0.00	47	5.22	803	89.12	901	100
15	12	1.19	67	6.64	3	0.30	96	9.51	831	82.36	1,009	100
16	39	2.63	58	3.91	20	1.35	715	48.21	651	43.90	1,483	100
17	682	28.81	114	4.82	8	0.34	459	19.39	1,104	46.64	2,367	100
18	1,955	53.83	146	4.02	7	0.19	389	10.71	1,135	31.25	3,632	100
19	958	63.19	112	7.39	2	0.13	199	13.13	245	16.16	1,516	100
20	202	16.92	74	6.20	5	0.42	113	9.46	800	67.00	1,194	100
21	96	11.91	39	4.84	111	13.77	38	4.71	522	64.76	806	100
21+	11	28.95	11	28.95	7	18.42	3	7.89	6	15.79	38	100
14-21+	4,077	30.91	695	5.27	163	1.24	2,157	16.35	6,097	46.23	13,189	100

THE FIGURE FOR 14-21+ WILL NOT EQUAL THE SUM OF THE FIGURES FOR INDIVIDUAL AGES BECAUSE TEXAS DID NOT APPORTION CHILDREN BY INDIVIDUAL AGE.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP1A)
8OCT91

TABLE AD2

NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT ACROSS THE UNITED STATES AND INSULAR AREAS

DURING THE 1989-90 SCHOOL YEAR

MENTAL RETARDATION

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	15	2.35	31	4.86	1	0.16	142	22.26	449	70.38	638	100
15	11	1.14	24	2.49	4	0.41	440	45.60	486	50.36	965	100
16	38	1.21	25	0.79	20	0.64	2,353	74.79	710	22.57	3,146	100
17	1,252	25.31	562	11.36	26	0.53	2,483	50.20	623	12.60	4,946	100
18	6,629	53.09	2,718	21.77	102	0.82	2,454	19.65	584	4.68	12,487	100
19	5,194	53.19	2,675	27.39	81	0.83	1,451	14.86	364	3.73	9,765	100
20	2,057	42.42	1,583	32.65	313	6.45	719	14.83	177	3.65	4,849	100
21	1,272	28.02	1,585	34.92	1,265	27.87	310	6.83	107	2.36	4,539	100
21+	287	13.88	490	23.71	1,189	57.52	71	3.43	30	1.45	2,067	100
14-21+	16,887	37.48	11,001	24.42	3,001	6.66	10,632	23.60	3,530	7.84	45,051	100

SERIOUS EMOTIONAL DISTURBANCE

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	15	1.36	112	10.17	4	0.36	221	20.07	749	68.03	1,101	100
15	12	0.62	82	4.25	26	1.35	890	46.14	919	47.64	1,929	100
16	95	1.73	130	2.36	66	1.20	4,023	73.19	1,183	21.52	5,497	100
17	2,044	28.05	237	3.25	50	0.69	3,827	52.51	1,130	15.50	7,288	100
18	4,327	51.01	349	4.11	43	0.51	2,730	32.19	1,033	12.18	8,482	100
19	2,188	56.29	251	6.46	24	0.62	1,111	28.58	313	8.05	3,887	100
20	622	37.83	135	8.21	79	4.81	474	28.83	334	20.32	1,644	100
21	172	20.43	76	9.03	420	49.88	97	11.52	77	9.14	842	100
21+	22	36.67	13	21.67	10	16.67	7	11.67	8	13.33	60	100
14-21+	9,924	30.66	1,979	6.11	722	2.23	13,995	43.24	5,746	17.75	32,366	100

HEARING IMPAIRMENTS

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	3	5.77	3	5.77	0	0.00	10	19.23	36	69.23	52	100
15	1	1.61	4	6.45	0	0.00	16	25.81	41	66.13	62	100
16	7	5.65	3	2.42	2	1.61	70	56.45	42	33.87	124	100
17	192	57.49	15	4.49	1	0.30	73	21.86	53	15.87	334	100
18	704	77.53	84	9.25	7	0.77	76	8.37	37	4.07	908	100
19	573	74.13	107	13.84	3	0.39	48	6.21	42	5.43	773	100
20	205	61.38	63	18.86	6	1.80	32	9.58	28	8.38	334	100
21	162	39.42	36	8.76	176	42.82	22	5.35	15	3.65	411	100
21+	13	38.24	8	23.53	7	20.59	4	11.76	2	5.88	34	100
14-21+	1,914	59.20	454	14.04	202	6.25	367	11.35	296	9.16	3,233	100

THE FIGURE FOR 14-21+ WILL NOT EQUAL THE SUM OF THE FIGURES FOR INDIVIDUAL AGES BECAUSE TEXAS DID NOT APPORTION CHILDREN BY INDIVIDUAL AGE.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP1A)
8OCT91

TABLE AD2

NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT ACROSS THE UNITED STATES AND INSULAR AREAS

DURING THE 1989-90 SCHOOL YEAR

MULTIPLE DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	4	6.35	2	3.17	0	0.00	11	17.46	46	73.02	63	100
15	3	3.75	3	3.75	0	0.00	24	30.00	50	62.50	80	100
16	7	3.43	2	0.98	0	0.00	117	57.35	78	38.24	204	100
17	142	38.38	21	5.68	0	0.00	131	35.41	76	20.54	370	100
18	519	61.86	123	14.66	19	2.26	129	15.38	49	5.84	839	100
19	318	55.89	119	20.91	13	2.28	86	15.11	33	5.80	569	100
20	202	42.53	144	30.32	75	15.79	34	7.16	20	4.21	475	100
21	189	24.11	262	33.42	282	35.97	40	5.10	11	1.40	784	100
21+	95	19.31	110	22.36	276	56.10	3	0.61	8	1.63	492	100
14-21+	1,482	36.61	923	22.80	665	16.43	607	15.00	371	9.17	4,048	100

ORTHOPEDIC IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	3	5.45	4	7.27	0	0.00	7	12.73	41	74.55	55	100
15	3	4.29	2	2.86	0	0.00	10	14.29	55	78.57	70	100
16	4	3.48	3	2.61	0	0.00	47	40.87	61	53.04	115	100
17	159	55.59	14	4.90	0	0.00	46	16.08	67	23.43	286	100
18	559	76.58	76	10.41	2	0.27	56	7.67	37	5.07	730	100
19	364	77.12	57	12.08	1	0.21	28	5.93	22	4.66	472	100
20	156	66.38	33	14.04	12	5.11	22	9.36	12	5.11	235	100
21	67	38.73	60	34.68	38	21.97	4	2.31	4	2.31	173	100
21+	15	12.10	21	16.94	87	70.16	0	0.00	1	0.81	124	100
14-21+	1,420	57.63	365	14.81	140	5.68	239	9.70	300	12.18	2,464	100

OTHER HEALTH IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	5	5.00	3	3.00	0	0.00	21	21.00	71	71.00	100	100
15	2	1.90	1	0.95	0	0.00	22	20.95	80	76.19	105	100
16	10	5.38	2	1.08	0	0.00	104	55.91	70	37.63	186	100
17	214	50.59	13	3.07	0	0.00	116	27.42	80	18.91	423	100
18	571	72.83	56	7.14	5	0.64	97	12.37	55	7.02	784	100
19	264	69.11	51	13.35	3	0.79	41	10.73	23	6.02	382	100
20	82	59.85	24	17.52	5	3.65	17	12.41	9	6.57	137	100
21	23	18.70	37	30.08	53	43.09	3	2.44	7	5.69	123	100
21+	6	6.67	16	17.78	61	67.78	2	2.22	5	5.56	90	100
14-21+	1,417	48.25	480	16.34	127	4.32	513	17.47	400	13.62	2,937	100

THE FIGURE FOR 14-21+ WILL NOT EQUAL THE SUM OF THE FIGURES FOR INDIVIDUAL AGES BECAUSE TEXAS DID NOT APPORTION CHILDREN BY INDIVIDUAL AGE.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP1A)
8OCT91

TABLE AD2

NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT ACROSS THE UNITED STATES AND INSULAR AREAS

DURING THE 1989-90 SCHOOL YEAR

VISUAL IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	4	9.09	2	4.55	0	0.00	9	20.45	29	65.91	44	100
15	2	3.85	0	0.00	0	0.00	9	17.31	41	78.85	52	100
16	6	8.11	5	6.76	1	1.35	38	51.35	24	32.43	74	100
17	142	67.94	6	2.87	0	0.00	33	15.79	28	13.40	209	100
18	368	76.83	33	6.89	0	0.00	45	9.39	33	6.89	479	100
19	217	79.78	26	9.56	1	0.37	20	7.35	8	2.94	272	100
20	73	59.84	21	17.21	3	2.46	12	9.84	13	10.66	122	100
21	23	31.94	20	27.78	21	29.17	3	4.17	5	6.94	72	100
21+	10	27.03	5	13.51	22	59.46	0	0.00	0	0.00	37	100
14-21+	897	60.53	174	11.74	48	3.24	182	12.28	181	12.21	1,482	100

DEAF-BLINDNESS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	0	0.00	1	100	1	100
15	0	0.00	0	0.00	0	0.00	0	0.00	1	100	1	100
16	0	0.00	0	0.00	0	0.00	1	25.00	3	75.00	4	100
17	15	57.69	0	0.00	0	0.00	7	26.92	4	15.38	26	100
18	50	94.34	1	1.89	0	0.00	1	1.89	1	1.89	53	100
19	12	80.00	2	13.33	0	0.00	1	6.67	0	0.00	15	100
20	10	50.00	6	30.00	1	5.00	2	10.00	1	5.00	20	100
21	4	21.05	2	10.53	13	68.42	0	0.00	0	0.00	19	100
21+	3	42.86	4	57.14	0	0.00	0	0.00	0	0.00	7	100
14-21+	94	61.44	22	14.38	14	9.15	12	7.84	11	7.19	153	100

THE FIGURE FOR 14-21+ WILL NOT EQUAL THE SUM OF THE FIGURES FOR INDIVIDUAL AGES BECAUSE TEXAS DID NOT APPORTION CHILDREN BY INDIVIDUAL AGE.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EXXXNP1A)
8OCT91

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	1,641	676	63	29	69	196	464	568	519	160
ALASKA	44	38	0	0	2	8	14	17	7	4
ARIZONA	839	210	57	36	35	108	302	377	213	108
ARKANSAS	580	302	26	14	14	65	204	219	228	119
CALIFORNIA	3,284	1,637	734	268	235	724	1,220	1,458	1,519	867
COLORADO	455	48	26	19	12	92	68	101	140	61
CONNECTICUT	.	8	6	0	0	4	1	1	1	3
DELAWARE	330	135	5	5	2	62	88	75	103	16
DISTRICT OF COLUMBIA	49	7	4	0	0	7	7	14	7	7
FLORIDA	2,650	740	183	99	114	297	963	617	621	272
GEORGIA	1,459	422	42	19	120	221	419	384	313	148
HAWAII	373	90	10	17	2	49	78	95	51	83
IDAHO	144	84	14	13	18	32	69	67	74	31
ILLINOIS	1,052	254	107	11	20	86	148	130	499	109
INDIANA	1,569	649	135	82	68	220	427	553	616	362
IOWA	429	128	26	25	13	51	184	226	186	153
KANSAS	70	46	29	27	3	25	16	53	59	31
KENTUCKY	1,410	370	158	29	44	149	462	307	407	84
LOUISIANA	171	60	15	6	14	10	50	59	16	24
MAINE	2,139	404	117	66	105	1,718	751	727	727	371
MARYLAND	219	40	7	9	1	10	12	23	30	17
MASSACHUSETTS	83	405	5	30	11	558	138	92	842	413
MICHIGAN	142	18	12	2	2	.	24	36	145	26
MINNESOTA	2,454	182	136	50	15	390	109	292	205	95
MISSISSIPPI	603	290	46	33	52	70	214	195	233	53
MISSOURI	1,942	490	238	38	16	194	810	518	488	156
MONTANA	174	48	3	4	10	9	38	63	58	35
NEBRASKA	44	112	17	17	1	0	89	14	0	0
NEVADA	65	33	2	3	0	5	20	24	27	18
NEW HAMPSHIRE	47	9	0	0	0	5	1	4	3	2
NEW JERSEY	2,512	521	42	30	50	178	363	405	373	157
NEW MEXICO	337	138	20	20	14	164	97	133	207	97
NEW YORK	19,209	2,230	76	173	1	22	2	.	1,637	.
NORTH CAROLINA	1,883	531	101	54	31	198	667	447	269	177
NORTH DAKOTA	10	7	4	0	0	2	5	9	4	7
OHIO	1,710	439	84	52	36	260	428	464	381	154
OKLAHOMA	885	225	66	10	122	89	262	367	172	112
OREGON	117	61	1	32	2	24	38	57	18	29
PENNSYLVANIA	1,663	81	62	15	13	78	51	13	41	65
PUERTO RICO	224	287	70	139	74	77	96	44	36	22
RHODE ISLAND	7	0	0	1	0	0	0	1	5	0
SOUTH CAROLINA	915	414	49	31	24	32	295	281	281	84
SOUTH DAKOTA	58	14	3	1	4	9	17	8	8	10
TENNESSEE	562	178	73	26	11	28	143	211	161	89
TEXAS	11,023	1,234	848	203	551	0	2,812	2,571	1,110	1,439
UTAH	400	84	7	8	18	13	116	56	76	38
VERMONT	42	0	3	0	0	2	2	3	4	2
VIRGINIA	1,888	270	92	18	54	422	542	483	297	136
WASHINGTON	3,451	548	77	38	10	126	303	289	521	138
WEST VIRGINIA	592	137	53	6	65	64	169	153	90	29
WISCONSIN	926	212	31	27	19	136	148	279	385	95
WYOMING	84	4	4	1	3	25	4	8	5	5
AMERICAN SAMOA	29	3	0	1	0	0	21	1	18	0
GUAM	.	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	1	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	72,988	15,554	3,989	1,837	2,100	7,314	13,971	13,592	14,436	6,713
50 STATES, D.C. & P.R.	72,959	15,550	3,989	1,836	2,100	7,314	13,950	13,591	14,418	6,713

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
8OCT91

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

ALL DISABILITIES

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	2,055	1,204	1,674	695	1,873	43	11,929	721
ALASKA	93	30	39	4	66	2	368	1,001
ARIZONA	1,174	643	795	479	818	71	6,265	303
ARKANSAS	1,100	496	833	314	575	26	5,115	332
CALIFORNIA	3,850	2,079	3,342	1,387	2,159	20,149	44,912	34,091
COLORADO	584	289	362	121	354	241	2,973	1,381
CONNECTICUT	18	0	277	41	0	437	797	30,248
DELAWARE	366	255	363	186	293	2	2,286	647
DISTRICT OF COLUMBIA	51	59	60	44	16	65	397	8
FLORIDA	2,752	1,492	2,410	963	2,331	180	16,684	893
GEORGIA	1,848	876	1,550	525	1,422	0	9,768	475
HAWAII	399	362	343	235	244	3	2,434	63
IDAHO	188	140	153	72	148	13	1,260	23
ILLINOIS	951	532	2,232	327	1,121	421	8,000	6,881
INDIANA	1,920	1,140	1,693	899	2,151	490	12,974	740
IOWA	814	322	543	224	558	214	4,096	1,823
KANSAS	169	54	73	76	104	130	965	1,157
KENTUCKY	1,919	1,017	1,329	591	1,238	183	9,697	314
LOUISIANA	494	88	249	83	184	41	1,564	3,467
MAINE	2,888	147	2,877	1,043	2,877	2,022	18,979	3,307
MARYLAND	232	114	222	77	286	33	1,332	184
MASSACHUSETTS	128	90	477	40	303	12	3,627	0
MICHIGAN	428	145	145	145	428	.	1,698	3,946
MINNESOTA	1,503	1,442	725	405	563	17	8,583	0
MISSISSIPPI	879	460	838	436	691	87	5,180	226
MISSOURI	2,392	1,092	2,438	778	2,032	58	13,680	798
MONTANA	219	109	165	39	112	11	1,097	55
NEBRASKA	29	58	193	0	0	57	631	.
NEVADA	147	106	78	20	87	3	638	323
NEW HAMPSHIRE	28	3	22	8	24	21	177	103
NEW JERSEY	2,073	822	1,762	533	1,751	228	11,800	3,374
NEW MEXICO	253	228	283	198	310	24	2,523	84
NEW YORK	2,860	612	114	.	4,200	1,306	32,442	.
NORTH CAROLINA	2,320	1,380	1,851	559	1,911	75	12,454	694
NORTH DAKOTA	20	4	14	4	11	16	117	0
OHIO	2,226	1,161	2,134	621	1,579	76	11,805	1,606
OKLAHOMA	1,279	623	763	324	905	17	6,221	875
OREGON	158	167	87	26	80	55	952	206
PENNSYLVANIA	1,171	225	1,002	797	1,044	2,435	8,756	31,262
PUERTO RICO	242	26	28	36	247	1,044	2,692	3,970
RHODE ISLAND	6	7	49	3	6	37	122	1,293
SOUTH CAROLINA	1,143	776	920	398	1,036	88	6,767	312
SOUTH DAKOTA	63	28	70	10	22	245	570	758
TENNESSEE	1,003	414	817	300	892	0	4,908	2,017
TEXAS	8,478	7,288	3,754	1,046	7,210	0	49,567	2,190
UTAH	298	298	252	117	206	16	2,003	153
VERMONT	72	22	16	42	15	26	251	342
VIRGINIA	1,754	1,028	1,572	698	1,377	211	10,842	996
WASHINGTON	1,332	1,368	858	521	1,251	0	10,831	241
WEST VIRGINIA	869	584	657	352	563	0	4,383	324
WISCONSIN	1,810	596	1,221	308	985	90	7,268	1,348
WYOMING	45	27	30	2	36	.	283	.
AMERICAN SAMOA	29	17	29	29	29	0	206	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	5	3	2	0	5	0	16	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	59,127	32,548	44,785	17,181	48,729	31,021	385,885	145,555
50 STATES, D.C. & P.R.	59,093	32,528	44,754	17,152	48,695	31,021	385,663	145,555

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
8OCT91

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	559	153	25	10	15	42	92	130	113	15
ALASKA	0	0	0	0	0	0	0	0	0	0
ARIZONA	501	79	11	10	19	49	113	134	97	11
ARKANSAS	334	106	0	0	10	28	92	64	76	35
CALIFORNIA	1,827	369	71	52	69	189	340	253	383	84
COLORADO	181	3	2	0	2	12	24	13	17	2
CONNECTICUT	.	7	3	0	0	1	1	0	1	2
DELAWARE	107	15	1	0	1	4	26	12	24	1
DISTRICT OF COLUMBIA	18	0	0	0	0	0	0	0	3	0
FLORIDA	1,262	92	35	5	80	24	322	45	104	6
GEORGIA	373	37	3	2	20	27	37	65	28	3
HAWAII	259	50	6	15	1	25	40	40	20	40
IDAHO	43	12	2	3	5	11	16	14	12	7
ILLINOIS	448	24	80	1	10	15	14	22	57	13
INDIANA	506	47	9	0	37	35	52	39	82	1
IOWA	150	12	1	2	6	13	79	40	30	4
KANSAS	15	2	0	1	0	0	2	7	2	1
KENTUCKY	569	44	16	1	12	20	91	30	63	15
LOUISIANA	75	7	0	0	0	0	14	14	1	1
MAINE	658	31	9	4	15	473	144	97	97	11
MARYLAND	128	2	0	0	0	1	2	0	3	0
MASSACHUSETTS	29	143	2	11	4	197	49	32	297	146
MICHIGAN	42	1	2	0	1	.	3	8	54	3
MINNESOTA	1,690	0	30	0	0	0	0	90	0	0
MISSISSIPPI	342	126	10	7	36	9	106	73	85	0
MISSOURI	938	40	132	4	6	26	370	68	68	2
MONTANA	91	9	0	0	5	1	14	28	15	2
NEBRASKA	24	28	1	1	1	0	16	7	0	0
NEVADA	30	8	0	1	0	1	6	7	13	1
NEW HAMPSHIRE	22	3	0	0	0	1	1	0	2	0
NEW JERSEY	1,311	187	11	0	28	68	92	94	105	9
NEW MEXICO	.	.	.	.	.	.	.	.	.	.
NEW YORK	5,773	51	1	0	0	2	0	.	51	.
NORTH CAROLINA	598	58	1	1	11	21	98	27	34	19
NORTH DAKOTA	1	0	0	0	0	0	1	4	0	0
OHIO	589	28	5	5	8	34	78	53	27	2
OKLAHOMA	481	47	39	0	58	31	64	66	56	5
OREGON	48	1	0	0	1	6	14	14	2	0
PENNSYLVANIA	873	20	0	0	0	25	10	4	1	7
PUERTO RICO	72	41	17	44	46	21	15	3	7	0
RHODE ISLAND	1	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	392	47	1	0	6	2	57	21	32	6
SOUTH DAKOTA	37	2	1	0	3	3	6	2	0	0
TENNESSEE	262	37	1	0	0	5	50	38	52	7
TEXAS	7,396	200	100	0	300	0	800	100	300	100
UTAH	166	20	1	0	2	0	26	1	7	1
VERMONT	18	0	0	0	0	0	1	0	2	0
VIRGINIA	706	38	2	0	22	31	125	83	58	2
WASHINGTON	2,388	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	274	12	24	0	47	11	32	7	20	0
WISCONSIN	351	14	0	0	5	18	19	17	25	1
WYOMING	54	1	2	0	1	9	2	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	33,012	2,214	657	180	893	1,491	3,256	1,866	2,526	566
50 STATES, D.C. & P.R.	33,012	2,214	657	180	893	1,491	3,256	1,866	2,526	566

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
8OCT91

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

SPECIFIC LEARNING DISABILITIES

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	631	243	460	123	570	32	3,213	338
ALASKA	1	0	0	0	2	0	3	4
ARIZONA	705	334	445	270	505	25	3,308	252
ARKANSAS	676	269	500	157	326	4	2,677	269
CALIFORNIA	2,530	949	2,080	824	799	13,167	23,986	18,060
COLORADO	258	121	155	41	120	101	1,052	768
CONNECTICUT	17	0	271	40	0	414	757	29,010
DELAWARE	205	112	190	84	142	0	924	263
DISTRICT OF COLUMBIA	35	37	37	29	4	44	207	7
FLORIDA	1,330	462	1,202	359	928	72	6,328	341
GEORGIA	530	152	448	102	324	0	2,151	251
HAWAII	257	215	215	137	142	0	1,462	60
IDAHO	51	30	40	15	40	3	304	0
ILLINOIS	381	179	1,135	151	342	215	3,087	3,967
INDIANA	658	258	538	154	780	169	3,365	459
IOWA	330	81	181	117	227	98	1,371	901
KANSAS	70	13	11	21	37	55	237	665
KENTUCKY	882	309	481	170	388	48	3,139	225
LOUISIANA	284	22	134	28	76	15	671	2,073
MAINE	1,230	62	1,230	332	1,230	1,268	6,891	2,063
MARYLAND	123	43	121	16	164	17	620	150
MASSACHUSETTS	45	32	168	14	107	4	1,280	0
MICHIGAN	198	54	54	54	198	.	672	2,239
MINNESOTA	940	940	420	150	70	0	4,330	0
MISSISSIPPI	499	253	521	257	352	35	2,711	195
MISSOURI	996	394	1,166	264	810	20	5,304	562
MONTANA	139	60	107	15	82	8	576	33
NEBRASKA	5	0	189	0	0	50	322	.
NEVADA	88	62	43	10	55	0	325	284
NEW HAMPSHIRE	12	2	14	2	15	13	87	82
NEW JERSEY	1,122	387	1,026	243	997	116	5,756	2,538
NEW MEXICO	.	.	.	.	.	.	.	.
NEW YORK	78	20	8	.	227	20	6,231	.
NORTH CAROLINA	667	234	540	163	452	33	2,957	449
NORTH DAKOTA	12	0	8	2	2	6	36	0
OHIO	644	224	678	151	384	36	2,946	945
OKLAHOMA	642	241	338	127	485	10	2,690	668
OREGON	67	91	31	12	20	21	328	157
PENNSYLVANIA	647	15	604	600	617	792	4,215	8,399
PUERTO RICO	55	3	6	2	62	317	711	1,500
RHODE ISLAND	4	6	47	0	2	0	60	968
SOUTH CAROLINA	422	302	339	144	406	23	2,200	171
SOUTH DAKOTA	33	17	54	3	7	111	279	264
TENNESSEE	539	188	453	152	472	0	2,256	1,441
TEXAS	5,917	4,931	2,465	500	4,931	0	27,740	2,000
UTAH	129	127	112	33	88	0	713	68
VERMONT	25	4	10	23	5	8	96	175
VIRGINIA	703	352	715	214	603	67	3,721	894
WASHINGTON	446	446	127	0	446	0	3,853	215
WEST VIRGINIA	459	216	307	237	196	0	1,842	243
WISCONSIN	842	154	493	71	377	33	2,420	723
WYOMING	22	17	17	0	14	.	140	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	2	0	0	0	2	0	4	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	27,583	13,663	20,934	6,613	19,630	17,470	152,554	85,339
50 STATES, D.C. & P.R.	27,581	13,663	20,934	6,613	19,628	17,470	152,550	85,339

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDS	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO- RATION	FAMILY SERVICES	INDE- PENDENT LIVING	MAIN- TENANCE	RESI- DENTIAL SERVICES
ALABAMA	42	62	0	0	11	10	21	6	42	0
ALASKA	0	0	0	0	0	0	0	0	0	0
ARIZONA	7	0	1	0	0	1	1	1	1	0
ARKANSAS	9	0	2	0	0	0	2	2	0	0
CALIFORNIA	176	102	53	15	0	11	71	57	17	36
COLORADO	7	0	0	0	0	1	0	0	0	0
CONNECTICUT	.	.	.	.	.	.	.	.	.	.
DELAWARE	0	0	0	0	0	0	0	0	2	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	25	2	0	0	0	0	2	0	0	1
GEORGIA	43	0	2	0	0	2	12	2	1	1
HAWAII	0	0	0	0	0	0	0	0	0	0
IDAHO	0	0	0	0	0	0	0	0	0	0
ILLINOIS	2	2	0	0	0	0	0	0	2	0
INDIANA	29	11	1	0	0	0	12	21	9	0
IOWA	0	0	0	0	0	0	0	0	0	0
KANSAS	2	4	1	1	0	1	2	0	2	2
KENTUCKY	9	1	0	0	0	0	3	2	1	0
LOUISIANA	4	1	0	0	0	0	1	1	0	0
MAINE	48	1	2	2	10	36	15	14	14	1
MARYLAND	3	0	0	0	0	0	0	1	1	1
MASSACHUSETTS	19	93	1	7	3	128	32	21	194	95
MICHIGAN	0	0	0	0	0	.	0	0	1	0
MINNESOTA	15	0	3	4	0	0	0	0	0	0
MISSISSIPPI	10	6	1	0	1	0	0	2	5	0
MISSOURI	84	0	10	0	0	0	0	0	4	0
MONTANA	3	0	0	0	0	0	0	0	0	1
NEBRASKA	1	1	2	0	0	0	0	0	0	0
NEVADA	1	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	2	0	0	0	0	0	0	0	0	0
NEW JERSEY	13	7	2	0	0	2	4	7	4	0
NEW MEXICO	124	48	2	3	3	84	14	24	83	13
NEW YORK	51	9	0	0	0	3	0	.	8	.
NORTH CAROLINA	20	5	1	0	0	0	10	4	0	0
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	23	4	2	5	0	6	6	5	10	5
OKLAHOMA	3	1	0	0	0	0	3	3	0	0
OREGON	0	7	0	0	0	3	1	0	0	0
PENNSYLVANIA	143	38	36	1	0	1	2	0	3	3
PUERTO RICO	7	19	3	5	3	2	4	1	0	2
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	9	1	1	1	0	0	2	1	3	0
SOUTH DAKOTA	1	0	1	0	0	1	0	0	0	0
TENNESSEE	5	0	0	0	0	0	1	0	0	0
TEXAS	182	0	100	0	50	0	0	0	0	0
UTAH	0	0	0	0	0	0	0	0	0	0
VERMONT	3	0	0	0	0	0	0	0	0	0
VIRGINIA	17	0	0	0	0	1	2	0	1	0
WASHINGTON	0	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	3	0	2	0	0	0	0	0	0	0
WISCONSIN	6	1	0	0	0	0	2	1	1	0
WYOMING	13	0	0	0	0	1	1	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,164	426	229	44	81	294	226	176	409	162
50 STATES, D.C. & P.R.	1,164	426	229	44	81	294	226	176	409	162

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	40	41	40	41	41	0	397	140
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	8	6	8	1	6	21	62	2
ARKANSAS	3	2	5	3	2	0	30	4
CALIFORNIA	61	48	52	47	255	3,306	4,307	13,016
COLORADO	11	8	2	1	13	1	44	27
CONNECTICUT	.	.	.	.	.	.	.	.
DELAWARE	0	0	0	0	0	0	2	169
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	11	5	6	0	16	1	69	125
GEORGIA	41	16	25	4	40	0	189	28
HAWAII	0	0	0	0	0	0	0	3
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	6	2	47	2	5	3	71	139
INDIANA	20	3	21	12	26	39	204	75
IOWA	3	0	0	0	4	1	8	9
KANSAS	8	3	2	0	1	2	31	8
KENTUCKY	18	19	19	12	18	0	102	11
LOUISIANA	16	1	5	4	4	3	40	233
MAINE	91	5	91	34	91	77	532	215
MARYLAND	0	1	2	1	5	3	18	18
MASSACHUSETTS	29	21	110	9	70	3	835	0
MICHIGAN	6	1	1	1	6	.	16	89
MINNESOTA	20	15	0	12	10	0	79	0
MISSISSIPPI	10	7	7	6	8	1	64	0
MISSOURI	70	12	84	0	40	0	304	26
MONTANA	1	0	0	0	1	0	6	3
NEBRASKA	2	1	1	0	0	2	10	.
NEVADA	0	1	0	0	1	0	3	2
NEW HAMPSHIRE	1	0	0	0	0	0	3	1
NEW JERSEY	13	7	9	9	11	9	97	31
NEW MEXICO	96	64	122	77	131	13	901	37
NEW YORK	7	1	0	.	21	4	104	.
NORTH CAROLINA	27	18	23	0	7	10	125	20
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	27	25	28	8	8	9	171	41
OKLAHOMA	5	3	7	0	0	0	25	42
OREGON	6	0	0	0	0	9	26	0
PENNSYLVANIA	33	1	34	7	33	699	1,034	15,951
PUERTO RICO	4	1	1	3	2	96	153	258
RHODE ISLAND	0	0	0	0	0	0	0	14
SOUTH CAROLINA	4	6	2	3	4	1	38	5
SOUTH DAKOTA	0	0	0	0	0	80	83	379
TENNESSEE	13	4	9	6	15	0	53	102
TEXAS	0	0	0	0	0	0	332	60
UTAH	0	0	0	0	0	0	0	6
VERMONT	3	0	2	4	1	4	17	34
VIRGINIA	10	3	4	0	3	5	46	32
WASHINGTON	0	0	0	0	0	0	0	26
WEST VIRGINIA	3	2	2	0	2	0	14	6
WISCONSIN	10	4	8	2	8	0	43	40
WYOMING	3	1	2	0	1	.	23	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	740	358	781	309	910	4,402	10,711	31,427
50 STATES, D.C. & P.R.	740	358	781	309	910	4,402	10,711	31,427

DATA AS OF OCTOBER 1, 1991.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

MENTAL RETARDATION

STATE	COUNSELING GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDS	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO- RATION	FAMILY SERVICES	INDE- PENDENT LIVING	MAIN- TENANCE	RESI- DENTIAL SERVICES
ALABAMA	743	349	10	0	21	56	242	378	253	57
ALASKA	0	1	0	0	0	0	1	0	0	0
ARIZONA	143	91	24	10	6	37	95	145	76	60
ARKANSAS	202	173	6	0	3	25	98	128	136	73
CALIFORNIA	332	433	65	34	37	70	260	347	349	260
COLORADO	40	18	0	0	4	15	11	45	43	26
CONNECTICUT	.	.	.	.	.	.	.	.	.	.
DELAWARE	52	12	0	0	0	0	4	16	20	4
DISTRICT OF COLUMBIA	16	5	0	0	0	5	5	10	2	3
FLORIDA	625	430	21	5	11	91	318	342	333	147
GEORGIA	648	327	19	0	74	143	300	249	230	124
HAWAII	56	22	0	0	0	6	15	40	26	32
IDAHO	78	65	5	0	8	15	46	47	56	21
ILLINOIS	276	120	2	2	1	43	42	69	279	77
INDIANA	606	450	31	4	19	101	278	378	411	242
IOWA	96	86	3	1	3	21	71	119	77	96
KANSAS	22	29	1	0	0	5	10	40	47	22
KENTUCKY	623	251	56	0	20	74	248	219	267	44
LOUISIANA	46	36	0	1	3	4	19	23	10	15
MAINE	468	172	18	6	22	207	180	351	351	146
MARYLAND	38	16	1	0	0	4	1	13	10	6
MASSACHUSETTS	18	86	1	7	2	118	29	19	178	88
MICHIGAN	44	9	3	0	0	.	3	21	55	2
MINNESOTA	290	40	12	3	0	179	30	30	90	12
MISSISSIPPI	208	136	7	1	5	41	93	109	135	34
MISSOURI	352	262	22	0	4	42	172	318	298	84
MONTANA	32	30	1	0	2	2	15	21	30	16
NEBRASKA	1	15	0	1	0	0	1	1	0	0
NEVADA	14	11	1	0	0	1	7	8	7	13
NEW HAMPSHIRE	2	3	0	0	0	1	0	3	0	2
NEW JERSEY	192	173	2	0	11	15	101	120	83	33
NEW MEXICO	78	66	12	4	7	31	41	66	67	58
NEW YORK	6,106	957	8	0	0	2	0	.	536	.
NORTH CAROLINA	554	331	27	0	7	97	282	291	154	99
NORTH DAKOTA	7	5	4	0	0	2	3	3	4	7
OHIO	687	176	7	4	9	103	166	224	200	39
OKLAHOMA	316	133	23	3	61	44	174	249	98	93
OREGON	17	37	0	1	0	11	8	23	13	22
PENNSYLVANIA	340	15	20	1	1	26	17	6	35	29
PUERTO RICO	104	152	23	68	19	35	49	35	21	6
RHODE ISLAND	3	0	0	0	0	0	0	1	4	0
SOUTH CAROLINA	330	301	22	2	9	9	179	212	182	63
SOUTH DAKOTA	2	4	0	0	0	1	4	4	3	4
TENNESSEE	150	96	25	1	1	9	51	150	91	60
TEXAS	1,237	412	160	0	0	0	825	989	160	412
UTAH	43	19	0	4	6	6	29	32	38	17
VERMONT	4	0	0	0	0	1	1	1	0	1
VIRGINIA	371	111	31	1	11	164	196	197	147	67
WASHINGTON	642	514	0	0	0	0	225	225	514	58
WEST VIRGINIA	231	108	12	1	16	43	116	131	59	23
WISCONSIN	110	70	2	0	0	38	34	104	155	27
WYOMING	5	1	1	0	1	3	1	5	4	2
AMERICAN SAMOA	28	3	0	0	0	0	21	1	17	0
GUAM	.	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	1	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	17,628	7,363	688	165	404	1,946	5,117	6,558	6,354	2,826
50 STATES, D.C. & P.R.	17,600	7,359	688	165	404	1,946	5,096	6,557	6,337	2,826

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

MENTAL RETARDATION

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1,131	727	1,031	430	981	6	6,415	214
ALASKA	0	0	0	0	1	0	3	0
ARIZONA	295	182	205	106	181	7	1,663	24
ARKANSAS	383	203	295	142	219	21	2,107	51
CALIFORNIA	584	488	414	177	272	1,058	5,180	539
COLORADO	98	66	70	42	70	20	568	103
CONNECTICUT	.	.	.	.	.	.	.	.
DELAWARE	55	44	66	29	56	0	358	156
DISTRICT OF COLUMBIA	10	14	11	8	7	10	106	0
FLORIDA	815	603	657	377	779	65	5,619	17
GEORGIA	906	562	802	336	753	0	5,473	113
HAWAII	72	72	72	62	55	0	530	0
IDAHO	111	93	94	53	97	8	797	18
ILLINOIS	378	252	610	121	492	106	2,870	702
INDIANA	914	682	849	566	995	235	6,761	130
IOWA	275	147	209	79	179	38	1,500	379
KANSAS	47	31	43	22	41	23	383	164
KENTUCKY	799	565	678	309	674	105	4,932	74
LOUISIANA	118	42	76	36	63	18	510	591
MAINE	637	32	637	364	637	168	4,396	282
MARYLAND	59	42	53	32	56	9	340	12
MASSACHUSETTS	27	19	101	9	64	3	769	0
MICHIGAN	125	55	55	55	125	.	552	570
MINNESOTA	180	240	125	95	185	0	1,511	0
MISSISSIPPI	313	163	260	155	276	46	1,982	30
MISSOURI	828	474	748	366	790	16	4,776	118
MONTANA	49	34	38	16	19	1	306	1
NEBRASKA	0	13	2	0	0	0	34	.
NEVADA	36	25	20	6	18	2	169	11
NEW HAMPSHIRE	5	0	3	1	3	4	27	3
NEW JERSEY	291	188	225	107	228	24	1,793	123
NEW MEXICO	81	98	90	69	91	4	863	17
NEW YORK	1,343	440	40	.	1,838	89	11,359	.
NORTH CAROLINA	1,022	771	807	302	953	16	5,713	128
NORTH DAKOTA	6	2	4	1	6	10	64	0
OHIO	1,066	592	1,052	318	806	2	5,451	510
OKLAHOMA	533	327	363	179	329	3	2,928	105
OREGON	43	37	27	11	22	10	282	15
PENNSYLVANIA	286	203	185	46	212	490	1,912	3,533
PUERTO RICO	159	13	13	26	138	389	1,250	1,535
RHODE ISLAND	0	0	0	0	4	32	44	58
SOUTH CAROLINA	555	390	459	188	494	35	3,430	78
SOUTH DAKOTA	9	3	5	4	7	19	69	42
TENNESSEE	343	170	269	114	292	0	1,822	290
TEXAS	989	825	412	85	825	0	7,331	100
UTAH	58	49	51	27	46	5	430	21
VERMONT	29	17	2	11	7	6	80	75
VIRGINIA	445	345	408	226	381	22	3,123	44
WASHINGTON	514	514	514	514	514	0	4,748	0
WEST VIRGINIA	311	314	280	103	286	0	2,034	49
WISCONSIN	298	127	248	89	196	20	1,518	94
WYOMING	10	5	5	2	12	.	57	.
AMERICAN SAMOA	28	17	28	28	28	0	199	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	3	3	2	0	3	0	12	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	17,672	11,320	13,713	6,444	15,806	3,145	117,149	11,119
50 STATES, D.C. & P.R.	17,641	11,300	13,683	6,416	15,775	3,145	116,938	11,119

DATA AS OF OCTOBER 1, 1991.

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8OCT91

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	237	50	2	0	1	58	65	19	51	66
ALASKA	22	28	0	0	1	4	7	9	4	2
ARIZONA	147	14	2	1	3	13	77	71	26	21
ARKANSAS	8	2	0	0	0	5	3	3	2	3
CALIFORNIA	608	51	4	8	16	188	269	65	105	93
COLORADO	170	2	1	0	0	44	24	15	30	11
CONNECTICUT	.	.	.	.	.	.	.	.	.	.
DELAWARE	144	91	0	0	0	46	45	32	43	9
DISTRICT OF COLUMBIA	9	0	0	0	0	0	0	0	0	0
FLORIDA	551	58	3	0	2	132	255	102	104	51
GEORGIA	354	29	0	2	3	32	50	43	21	13
HAWAII	44	0	0	0	0	14	15	4	0	5
IDAHO	12	4	0	1	1	3	3	4	3	1
ILLINOIS	279	80	19	0	1	14	82	24	135	15
INDIANA	245	48	0	0	0	41	53	52	59	45
IOWA	159	6	0	0	0	10	26	59	47	23
KANSAS	24	0	0	1	0	18	2	4	6	2
KENTUCKY	141	18	7	0	2	35	72	12	29	11
LOUISIANA	37	2	0	0	0	2	10	5	0	4
MAINE	701	43	1	5	18	791	316	122	122	107
MARYLAND	20	1	0	0	0	1	1	0	0	1
MASSACHUSETTS	11	56	1	4	2	77	19	13	115	57
MICHIGAN	35	2	1	0	0	.	17	5	26	15
MINNESOTA	300	4	0	0	0	160	29	110	59	60
MISSISSIPPI	11	0	0	0	0	1	0	0	1	0
MISSOURI	476	100	6	6	0	56	214	68	68	44
MONTANA	39	1	0	0	0	0	2	8	5	9
NEBRASKA	13	33	0	0	0	0	53	1	0	0
NEVADA	19	6	0	0	0	2	4	4	4	2
NEW HAMPSHIRE	18	2	0	0	0	1	0	0	1	0
NEW JERSEY	822	90	0	0	0	53	101	85	118	72
NEW MEXICO	118	10	1	1	1	47	39	35	44	25
NEW YORK	2,335	342	2	1	0	2	2	.	308	.
NORTH CAROLINA	570	60	0	0	1	30	222	36	29	8
NORTH DAKOTA	1	0	0	0	0	0	1	0	0	0
OHIO	174	6	1	2	0	48	41	32	20	5
OKLAHOMA	55	3	0	0	1	5	10	16	6	2
OREGON	22	0	0	0	0	4	10	6	0	1
PENNSYLVANIA	271	4	0	0	0	24	21	3	1	23
PUERTO RICO	8	12	0	3	1	10	5	0	0	1
RHODE ISLAND	3	0	0	0	0	0	0	0	1	0
SOUTH CAROLINA	140	20	1	1	0	9	45	10	19	4
SOUTH DAKOTA	17	1	0	0	0	1	4	1	1	1
TENNESSEE	102	3	0	0	0	9	23	4	3	2
TEXAS	1,227	100	0	0	0	0	1,000	1.000	200	500
UTAH	158	18	0	0	2	6	49	4	11	1
VERMONT	17	0	2	0	0	1	0	0	1	0
VIRGINIA	677	39	2	1	2	177	147	132	33	50
WASHINGTON	122	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	73	9	0	0	0	9	15	3	0	2
WISCONSIN	268	10	0	0	0	23	40	39	16	5
WYOMING	10	2	0	0	0	8	0	3	1	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	12,024	1,460	56	37	58	2,214	3,488	2,263	1,878	1,373
50 STATES, D.C. & P.R.	12,024	1,460	56	37	58	2,214	3,488	2,263	1,878	1,373

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

SERIOUS EMOTIONAL DISTURBANCE

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	185	140	85	54	220	3	1,236	15
ALASKA	49	15	20	2	33	1	197	516
ARIZONA	103	93	97	77	72	7	824	11
ARKANSAS	4	3	2	1	2	0	38	1
CALIFORNIA	213	107	246	123	265	763	3,124	662
COLORADO	122	46	81	16	81	81	724	392
CONNECTICUT	.	.	.	.	.	.	.	.
DELAWARE	78	71	83	53	70	0	765	56
DISTRICT OF COLUMBIA	4	4	10	5	3	4	39	0
FLORIDA	385	306	384	192	377	21	2,923	55
GEORGIA	315	114	235	61	246	0	1,518	76
HAWAII	52	60	40	24	32	0	290	0
IDAHO	10	10	10	4	5	0	71	2
ILLINOIS	146	73	315	42	226	73	1,524	1,924
INDIANA	152	114	176	94	173	21	1,273	37
IOWA	160	65	119	19	111	66	870	493
KANSAS	24	2	6	30	17	45	181	269
KENTUCKY	128	56	78	62	72	1	724	0
LOUISIANA	45	7	17	4	18	5	156	385
MAINE	665	33	665	195	665	359	4,808	617
MARYLAND	22	7	16	3	27	0	99	2
MASSACHUSETTS	18	12	65	6	42	2	500	0
MICHIGAN	70	26	26	26	70	.	319	854
MINNESOTA	180	120	110	59	160	0	1,351	0
MISSISSIPPI	9	7	7	0	4	0	40	0
MISSOURI	380	134	358	88	292	8	2,298	68
MONTANA	15	9	11	1	3	2	105	8
NEBRASKA	1	30	0	0	0	0	131	.
NEVADA	16	11	9	3	10	0	90	21
NEW HAMPSHIRE	7	1	3	3	5	2	43	15
NEW JERSEY	457	147	355	109	354	31	2,794	519
NEW MEXICO	50	56	55	44	69	3	598	24
NEW YORK	394	54	15	.	699	198	4,352	.
NORTH CAROLINA	433	273	361	44	344	2	2,413	55
NORTH DAKOTA	1	0	0	0	1	0	4	0
OHIO	143	92	113	32	117	2	828	28
OKLAHOMA	45	26	35	14	44	0	262	38
OREGON	11	24	7	0	4	6	95	9
PENNSYLVANIA	174	1	152	144	153	396	1,367	2,821
PUERTO RICO	5	0	0	0	7	50	102	137
RHODE ISLAND	2	0	2	3	0	5	16	200
SOUTH CAROLINA	85	50	59	26	85	18	572	53
SOUTH DAKOTA	12	4	9	1	2	19	73	28
TENNESSEE	33	19	30	6	43	0	277	44
TEXAS	1,000	1,000	500	200	818	0	7,545	0
UTAH	78	84	57	32	44	2	546	54
VERMONT	10	1	0	2	0	7	41	41
VIRGINIA	478	232	341	182	303	108	2,904	20
WASHINGTON	85	106	0	0	0	0	313	0
WEST VIRGINIA	80	38	55	9	53	0	346	23
WISCONSIN	335	115	243	52	166	8	1,320	347
WYOMING	4	1	3	0	6	.	39	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	7,473	3,999	5,666	2,147	6,613	2,319	53,068	10,920
50 STATES, D.C. & P.R.	7,473	3,999	5,666	2,147	6,613	2,319	53,068	10,920

DATA AS OF OCTOBER 1, 1991.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	15	7	5	11	4	3	5	4	5	0
ALASKA	20	7	0	0	0	1	6	5	3	1
ARIZONA	17	3	6	10	1	1	2	7	1	4
ARKANSAS	15	6	15	14	0	1	3	11	5	2
CALIFORNIA	92	85	114	145	22	27	43	88	81	4
COLORADO	7	2	18	17	0	0	0	2	10	0
CONNECTICUT	.	.	.	.	.	.	.	.	.	.
DELAWARE	4	0	0	5	0	0	0	1	0	0
DISTRICT OF COLUMBIA	2	0	0	0	0	2	0	0	0	0
FLORIDA	97	60	87	87	4	4	24	63	37	55
GEORGIA	11	3	11	13	4	2	6	4	14	0
HAWAII	1	1	0	1	0	1	0	0	0	0
IDAHO	3	1	6	6	1	0	1	0	2	1
ILLINOIS	11	2	3	7	2	0	2	2	3	1
INDIANA	72	3	65	76	2	3	2	9	1	3
IOWA	8	1	14	20	0	0	1	1	15	1
KANSAS	3	0	24	24	0	0	0	1	0	0
KENTUCKY	25	7	35	28	0	0	12	6	19	1
LOUISIANA	5	0	2	4	0	0	0	2	0	0
MAINE	25	16	23	35	9	16	7	9	9	1
MARYLAND	6	0	5	8	0	0	1	0	0	0
MASSACHUSETTS	1	5	0	0	0	8	2	2	12	5
MICHIGAN	9	0	0	2	0	.	0	0	0	1
MINNESOTA	40	40	35	15	0	0	15	20	15	0
MISSISSIPPI	19	1	17	23	0	0	1	1	1	0
MISSOURI	26	0	32	28	0	14	8	12	8	0
MONTANA	0	1	1	4	0	0	0	0	0	0
NEBRASKA	3	5	2	13	0	0	4	4	0	0
NEVADA	0	0	0	1	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	28	4	10	28	2	4	6	10	4	4
NEW MEXICO	9	10	5	11	1	1	3	3	12	1
NEW YORK	1,369	206	49	170	0	3	0	.	294	.
NORTH CAROLINA	60	2	27	50	6	2	7	29	25	17
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	25	5	21	28	0	6	6	9	10	1
OKLAHOMA	9	1	1	7	0	0	0	2	0	1
OREGON	22	11	0	28	0	0	4	8	0	5
PENNSYLVANIA	13	0	3	13	0	0	0	0	0	1
PUERTO RICO	6	14	5	3	2	1	7	1	1	2
RHODE ISLAND	0	0	0	1	0	0	0	0	0	0
SOUTH CAROLINA	22	2	8	23	0	1	1	1	13	1
SOUTH DAKOTA	0	0	1	1	0	0	0	0	0	0
TENNESSEE	11	2	27	19	2	0	4	0	2	0
TEXAS	151	30	150	190	0	0	35	40	25	25
UTAH	3	0	1	3	0	0	0	0	1	0
VERMONT	0	0	1	0	0	0	0	0	0	0
VIRGINIA	19	4	16	14	1	1	8	4	4	0
WASHINGTON	36	0	46	28	0	40	0	0	0	0
WEST VIRGINIA	6	0	7	4	0	1	1	2	2	1
WISCONSIN	4	0	2	3	0	1	0	0	2	0
WYOMING	0	0	0	1	0	1	0	0	0	0
AMERICAN SAMOA	1	0	0	1	0	0	0	0	1	0
GUAM	.	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	2,331	547	900	1,223	63	145	227	363	637	139
50 STATES, D.C. & P.R.	2,330	547	900	1,222	63	145	227	363	636	139

DATA AS OF OCTOBER 1, 1991.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

HEARING IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	15	13	14	12	16	0	129	3
ALASKA	33	11	18	2	20	1	128	416
ARIZONA	20	8	13	9	18	2	122	3
ARKANSAS	19	9	19	1	18	0	138	0
CALIFORNIA	102	56	105	38	53	431	1,486	210
COLORADO	11	8	12	4	16	4	111	26
CONNECTICUT	.	.	.	.	.	.	.	.
DELAWARE	9	8	7	5	7	0	46	2
DISTRICT OF COLUMBIA	0	2	0	0	0	2	8	0
FLORIDA	98	48	88	11	108	0	871	0
GEORGIA	18	4	8	3	11	0	112	2
HAWAII	1	1	1	1	1	0	9	0
IDAHO	10	4	5	0	3	2	45	2
ILLINOIS	10	4	48	3	12	6	116	55
INDIANA	63	15	22	5	79	3	423	4
IOWA	22	11	16	2	21	5	138	9
KANSAS	7	0	3	0	2	1	65	9
KENTUCKY	32	14	20	7	36	24	266	2
LOUISIANA	6	3	2	2	6	0	32	68
MAINE	42	3	31	14	31	24	295	19
MARYLAND	3	2	5	0	3	2	35	1
MASSACHUSETTS	2	1	7	0	4	0	49	0
MICHIGAN	7	0	0	0	7	.	26	53
MINNESOTA	56	35	20	20	39	0	350	0
MISSISSIPPI	23	2	18	2	19	2	129	1
MISSOURI	34	14	24	18	20	0	238	10
MONTANA	4	0	2	0	1	0	13	3
NEBRASKA	3	4	0	0	0	3	41	.
NEVADA	0	0	0	0	1	0	2	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	1
NEW JERSEY	13	4	12	4	18	11	162	24
NEW MEXICO	18	5	8	6	12	0	105	5
NEW YORK	326	42	31	.	335	331	3,156	.
NORTH CAROLINA	60	36	37	20	58	0	436	26
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	26	12	29	13	21	5	217	12
OKLAHOMA	10	6	6	2	11	1	57	4
OREGON	17	12	13	2	26	5	153	1
PENNSYLVANIA	13	1	14	0	13	22	93	345
PUERTO RICO	9	1	4	2	5	36	99	140
RHODE ISLAND	0	0	0	0	0	0	1	16
SOUTH CAROLINA	33	5	30	4	12	1	157	2
SOUTH DAKOTA	0	0	0	0	0	1	3	15
TENNESSEE	19	10	18	2	15	0	131	16
TEXAS	50	75	20	20	25	0	836	10
UTAH	3	3	3	0	1	0	18	0
VERMONT	3	0	0	1	2	0	7	5
VIRGINIA	21	13	23	16	11	0	155	1
WASHINGTON	28	40	0	0	28	0	246	0
WEST VIRGINIA	11	6	7	0	12	0	60	1
WISCONSIN	6	1	1	0	3	2	25	3
WYOMING	2	1	1	0	0	.	6	.
AMERICAN SAMOA	1	0	1	1	1	0	7	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,319	553	766	252	1,161	927	11,553	1,525
50 STATES, D.C. & P.R.	1,318	553	765	251	1,160	927	11,546	1,525

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	25	26	11	8	6	14	22	13	20	14
ALASKA	0	0	0	0	0	0	0	0	0	0
ARIZONA	13	18	8	3	2	6	11	12	9	10
ARKANSAS	7	8	2	0	0	4	5	7	7	3
CALIFORNIA	80	115	54	5	6	24	84	81	74	62
COLORADO	42	19	4	1	1	16	8	20	37	21
CONNECTICUT	.	0	0	0	0	3	0	1	0	1
DELAWARE	11	11	0	0	0	12	10	10	11	1
DISTRICT OF COLUMBIA	2	2	4	0	0	0	2	2	2	4
FLORIDA	.	.	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.	.	.
HAWAII	3	3	0	0	0	1	2	3	3	2
IDAHO	1	0	0	1	0	1	0	0	0	0
ILLINOIS	0	0	0	0	0	0	0	0	0	0
INDIANA	50	65	12	0	1	24	17	29	43	65
IOWA	5	15	4	0	0	3	6	2	12	29
KANSAS	1	1	0	0	0	1	0	1	2	3
KENTUCKY	17	18	13	0	0	6	18	13	10	9
LOUISIANA	0	2	0	1	0	0	0	2	0	2
MAINE	183	111	45	7	26	139	73	100	100	101
MARYLAND	18	16	1	0	1	3	6	6	16	6
MASSACHUSETTS	2	9	0	1	0	12	3	2	19	9
MICHIGAN	3	0	4	0	0	.	0	0	0	1
MINNESOTA	0	0	0	0	0	0	0	0	0	0
MISSISSIPPI	4	4	1	1	2	3	2	3	2	10
MISSOURI	6	6	0	0	2	6	8	4	6	8
MONTANA	3	2	0	0	0	0	2	1	3	3
NEBRASKA	0	14	7	0	0	0	7	0	0	0
NEVADA	0	7	1	1	0	0	2	4	3	1
NEW HAMPSHIRE	0	0	0	0	0	0	0	1	0	0
NEW JERSEY	111	68	4	0	7	17	39	74	44	39
NEW MEXICO	.	.	.	.	.	.	.	.	.	.
NEW YORK	145	22	0	1	0	1	0	.	12	.
NORTH CAROLINA	31	31	23	3	0	18	31	36	14	28
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	108	153	15	5	5	28	92	96	89	82
OKLAHOMA	9	28	0	0	1	4	8	23	5	7
OREGON	.	.	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	10	26	11	3	0	4	5	0	2	3
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	2	17	4	4	0	4	0	20	19	9
SOUTH DAKOTA	1	5	0	0	0	1	2	0	4	5
TENNESSEE	4	17	4	4	0	2	6	6	4	13
TEXAS	129	75	75	10	0	0	120	100	90	80
UTAH	28	24	3	0	6	1	12	18	19	19
VERMONT	0	0	0	0	0	0	0	2	0	1
VIRGINIA	55	30	21	0	3	18	35	31	27	13
WASHINGTON	14	7	4	7	4	0	75	7	7	75
WEST VIRGINIA	0	0	0	0	0	0	0	0	0	0
WISCONSIN	182	114	27	24	5	55	50	115	180	61
WYOMING	.	.	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,305	1,089	362	90	78	431	763	845	895	800
50 STATES, D.C. & P.R.	1,305	1,089	362	90	78	431	763	845	895	800

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

MULTIPLE DISABILITIES

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	23	23	22	18	25	0	270	1
ALASKA	0	0	0	0	0	0	0	3
ARIZONA	26	16	15	11	21	7	188	10
ARKANSAS	6	6	6	6	4	0	71	1
CALIFORNIA	92	82	72	51	59	392	1,333	139
COLORADO	71	36	35	14	41	30	396	40
CONNECTICUT	1	0	4	0	0	12	22	692
DELAWARE	13	13	13	13	13	0	131	1
DISTRICT OF COLUMBIA	2	2	2	2	2	4	32	1
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	2	2	2	2	2	0	27	0
IDAHO	0	0	1	0	0	0	4	0
ILLINOIS	0	0	0	0	0	0	0	0
INDIANA	50	43	39	49	25	1	513	0
IOWA	8	14	8	3	4	0	113	6
KANSAS	5	2	3	1	1	2	23	27
KENTUCKY	25	26	20	10	27	1	213	2
LOUISIANA	4	1	2	0	4	0	18	15
MAINE	159	8	159	81	159	73	1,524	63
MARYLAND	19	4	23	18	23	1	161	1
MASSACHUSETTS	3	2	10	1	7	0	80	0
MICHIGAN	0	0	0	0	0	.	8	25
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	5	10	11	4	11	1	74	0
MISSOURI	8	10	6	4	8	6	88	6
MONTANA	3	3	3	3	1	0	27	1
NEBRASKA	8	4	0	0	0	1	41	.
NEVADA	5	6	5	0	0	1	36	0
NEW HAMPSHIRE	1	0	1	1	0	1	5	0
NEW JERSEY	142	68	109	50	116	24	912	98
NEW MEXICO	.	.	.	.	.	.	.	.
NEW YORK	15	2	0	.	51	15	264	.
NORTH CAROLINA	36	17	28	10	34	14	354	0
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	206	150	152	75	138	14	1,408	17
OKLAHOMA	31	12	6	1	24	3	162	8
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	2	1	2	1	11	72	153	148
RHODE ISLAND	0	0	0	0	0	0	0	1
SOUTH CAROLINA	16	2	3	16	5	0	121	0
SOUTH DAKOTA	6	3	2	2	5	9	45	10
TENNESSEE	6	9	10	8	11	0	104	8
TEXAS	90	90	80	50	100	0	1,089	0
UTAH	23	29	25	20	23	9	259	0
VERMONT	0	0	0	0	0	0	3	1
VIRGINIA	52	49	42	33	36	2	447	3
WASHINGTON	7	7	7	7	14	0	242	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	306	191	216	93	230	24	1,873	120
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,477	943	1,144	658	1,235	719	12,834	1,448
50 STATES, D.C. & P.R.	1,477	943	1,144	658	1,235	719	12,834	1,448

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	7	15	4	0	1	7	8	12	13	3
ALASKA	0	2	0	0	0	2	0	1	0	0
ARIZONA	3	3	1	1	0	1	2	4	0	2
ARKANSAS	1	2	0	0	0	1	0	1	0	0
CALIFORNIA	76	347	238	4	42	130	83	335	308	242
COLORADO	7	2	0	0	0	4	1	3	1	0
CONNECTICUT	.	0	2	0	0	0	0	0	0	0
DELAWARE	2	3	3	0	0	0	2	2	2	1
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	46	64	14	2	1	33	16	47	33	5
GEORGIA	14	18	3	0	12	8	12	14	12	4
HAWAII	5	6	2	0	0	2	2	4	2	2
IDAHO	1	0	0	0	0	1	1	1	0	0
ILLINOIS	22	21	1	0	0	11	7	8	21	2
INDIANA	35	14	9	0	1	9	5	7	6	4
IOWA	6	2	2	0	0	4	0	1	0	0
KANSAS	3	1	0	0	0	0	0	0	0	1
KENTUCKY	16	23	17	0	0	13	12	21	4	2
LOUISIANA	3	2	1	0	0	2	1	1	1	0
MAINE	18	14	6	0	1	23	3	12	12	1
MARYLAND	3	2	0	0	0	0	0	2	0	2
MASSACHUSETTS	1	5	0	0	0	6	2	1	9	5
MICHIGAN	8	5	0	0	1	.	0	1	6	4
MINNESOTA	50	50	36	25	4	16	11	32	14	10
MISSISSIPPI	7	9	3	1	0	8	4	6	2	3
MISSOURI	28	56	20	0	0	28	24	34	18	6
MONTANA	2	1	0	0	1	2	1	2	0	1
NEBRASKA	0	3	4	2	0	0	0	0	0	0
NEVADA	0	1	0	0	0	0	0	1	0	0
NEW HAMPSHIRE	1	1	0	0	0	0	0	0	0	0
NEW JERSEY	18	26	11	2	0	17	13	13	13	0
NEW MEXICO	.	.	.	.	.	.	.	.	.	.
NEW YORK	2,049	481	14	1	0	7	0	.	281	.
NORTH CAROLINA	11	8	10	0	0	12	1	10	2	0
NORTH DAKOTA	0	1	0	0	0	0	0	1	0	0
OHIO	79	57	25	0	0	32	37	35	20	16
OKLAHOMA	7	8	2	0	1	3	2	3	1	2
OREGON	2	4	0	0	0	0	0	2	1	0
PENNSYLVANIA	11	2	2	0	0	2	0	0	0	0
PUERTO RICO	7	7	1	6	0	1	8	2	4	4
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	12	14	4	0	2	6	4	10	7	1
SOUTH DAKOTA	0	1	0	0	0	1	0	1	0	0
TENNESSEE	7	10	8	0	2	3	2	4	2	3
TEXAS	153	175	85	0	0	0	75	85	100	75
UTAH	0	1	0	0	0	0	0	1	0	0
VERMONT	0	0	0	0	0	0	0	0	1	0
VIRGINIA	18	22	4	0	1	16	17	23	15	1
WASHINGTON	21	21	21	0	0	0	0	7	0	3
WEST VIRGINIA	2	6	4	0	0	0	5	7	6	2
WISCONSIN	2	1	0	0	0	0	0	1	3	0
WYOMING	0	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	2,764	1,517	557	44	70	411	361	758	920	407
50 STATES, D.C. & P.R.	2,764	1,517	557	44	70	411	361	758	920	407

DATA AS OF OCTOBER 1, 1991.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

ORTHOPEDIC IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	11	7	9	8	9	1	115	1
ALASKA	4	2	1	0	5	0	17	51
ARIZONA	8	2	7	5	6	0	45	0
ARKANSAS	2	0	1	0	0	0	8	0
CALIFORNIA	151	216	227	59	279	413	3,150	326
COLORADO	11	3	6	3	11	2	54	19
CONNECTICUT	0	0	1	1	0	3	7	233
DELAWARE	2	3	2	2	0	1	25	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	61	41	41	11	60	8	483	3
GEORGIA	23	22	22	13	26	0	203	2
HAWAII	10	7	7	5	8	3	65	0
IDAHO	2	2	0	0	1	0	9	0
ILLINOIS	19	14	47	6	33	12	224	35
INDIANA	35	8	28	10	42	11	224	0
IOWA	9	4	6	1	8	2	45	25
KANSAS	3	3	3	1	2	0	17	5
KENTUCKY	24	21	22	18	15	0	208	0
LOUISIANA	5	1	1	1	7	0	26	29
MAINE	15	1	15	3	15	18	157	7
MARYLAND	2	1	1	3	1	0	17	0
MASSACHUSETTS	1	1	5	0	3	0	39	0
MICHIGAN	17	6	6	6	17	.	77	91
MINNESOTA	70	60	25	32	40	10	485	0
MISSISSIPPI	16	9	11	3	12	2	96	0
MISSOURI	42	32	30	18	42	6	384	4
MONTANA	2	0	1	0	2	0	15	1
NEBRASKA	4	2	0	0	0	0	15	.
NEVADA	0	0	0	0	1	0	3	0
NEW HAMPSHIRE	1	0	0	0	0	1	4	0
NEW JERSEY	17	17	20	9	20	13	209	2
NEW MEXICO	.	.	.	.	.	.	.	.
NEW YORK	474	38	13	.	698	463	4,519	.
NORTH CAROLINA	21	6	18	4	18	0	121	3
NORTH DAKOTA	0	1	1	0	1	0	5	0
OHIO	89	49	64	20	82	6	611	49
OKLAHOMA	6	4	3	0	8	0	50	1
OREGON	4	1	2	1	2	1	20	11
PENNSYLVANIA	6	1	2	0	4	23	53	110
PUERTO RICO	3	0	0	2	10	7	62	66
RHODE ISLAND	0	1	0	0	0	0	1	3
SOUTH CAROLINA	20	14	20	13	22	4	153	2
SOUTH DAKOTA	1	0	0	0	1	4	9	12
TENNESSEE	20	5	8	4	17	0	95	27
TEXAS	50	75	30	50	102	0	1,055	0
UTAH	0	1	1	3	1	0	8	1
VERMONT	0	0	0	0	0	0	1	3
VIRGINIA	26	20	25	15	18	1	222	1
WASHINGTON	27	27	27	0	21	0	175	0
WEST VIRGINIA	1	6	4	3	7	0	53	0
WISCONSIN	3	1	3	1	4	0	19	8
WYOMING	1	1	0	0	1	.	3	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,319	736	766	334	1,682	1,015	13,661	1,131
50 STATES, D.C. & P.R.	1,319	736	766	334	1,682	1,015	13,661	1,131

DATA AS OF OCTOBER 1, 1991.

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8OCT91

TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	5	4	0	0	1	6	3	2	15	3
ALASKA	2	0	0	0	1	1	0	0	0	1
ARIZONA	3	1	1	1	0	0	1	0	0	0
ARKANSAS	1	2	0	0	0	1	1	1	0	0
CALIFORNIA	61	38	42	3	2	61	37	79	52	16
COLORADO	.	.	.	.	.	.	.	.	.	.
CONNECTICUT	.	1	1	0	0	0	0	0	0	0
DELAWARE	0	0	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	2	0	0	0	0	0	0	2	0	0
FLORIDA	23	7	1	0	0	6	19	8	8	1
GEORGIA	6	2	0	1	0	5	0	1	2	1
HAWAII	1	2	0	0	0	0	0	0	0	0
IDAHO	3	2	0	1	0	1	2	1	1	1
ILLINOIS	9	3	1	0	0	8	1	4	0	0
INDIANA	0	2	2	0	0	2	1	0	0	1
IOWA	0	0	0	0	0	0	0	0	0	0
KANSAS	0	0	1	0	0	0	0	0	0	0
KENTUCKY	2	1	0	0	0	0	2	0	0	0
LOUISIANA	1	0	1	0	0	1	1	0	0	0
MAINE	24	14	4	0	2	27	11	18	18	2
MARYLAND	3	2	0	0	0	1	1	1	0	1
MASSACHUSETTS	1	6	0	0	0	8	2	1	12	6
MICHIGAN	1	1	1	0	0	.	1	1	2	0
MINNESOTA	39	25	6	0	0	32	4	7	15	10
MISSISSIPPI	.	.	.	.	.	.	.	.	.	.
MISSOURI	20	16	10	0	0	14	12	10	12	12
MONTANA	2	1	1	0	1	3	2	2	2	1
NEBRASKA	2	12	0	0	0	0	8	1	0	0
NEVADA	1	0	0	0	0	1	1	0	0	0
NEW HAMPSHIRE	2	0	0	0	0	2	0	0	0	0
NEW JERSEY	15	2	0	0	0	2	7	2	2	0
NEW MEXICO	.	.	.	.	.	.	.	.	.	.
NEW YORK	1,279	152	1	0	0	2	0	.	137	.
NORTH CAROLINA	25	29	1	0	1	16	14	12	4	6
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	.	.	.	.	.	.	.	.	.	.
OKLAHOMA	4	3	1	0	0	2	1	4	3	1
OREGON	4	0	1	0	0	0	0	2	0	1
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	7	10	7	3	1	2	3	1	1	4
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	1	1	0	0	0	0	1	1	1	0
SOUTH DAKOTA	0	1	0	0	1	1	0	0	0	0
TENNESSEE	9	1	0	0	0	0	0	3	1	1
TEXAS	455	150	100	0	100	0	200	200	200	200
UTAH	2	0	0	0	0	0	0	0	0	0
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	9	12	2	1	0	6	6	8	6	3
WASHINGTON	222	0	0	0	0	80	0	44	0	0
WEST VIRGINIA	2	2	1	0	0	0	0	1	2	1
WISCONSIN	0	1	0	0	0	0	1	2	1	1
WYOMING	1	0	0	0	0	2	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	2,249	506	186	10	110	287	343	419	497	274
50 STATES, D.C. & P.R.	2,249	506	186	10	110	287	343	419	497	274

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

OTHER HEALTH IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	10	3	7	4	2	0	65	5
ALASKA	1	1	0	0	3	0	10	0
ARIZONA	2	1	2	0	3	0	15	0
ARKANSAS	2	2	1	0	2	0	13	1
CALIFORNIA	65	45	42	36	69	400	1,048	1,039
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	0	0	1	0	0	8	11	302
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	1	5	0
FLORIDA	16	9	16	10	22	6	152	350
GEORGIA	7	1	6	3	9	0	44	1
HAWAII	1	1	2	0	0	0	7	0
IDAHO	3	1	2	0	1	0	19	0
ILLINOIS	4	5	15	1	6	3	54	35
INDIANA	2	0	2	2	1	0	15	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	0	0	0	1	0	0	2	6
KENTUCKY	2	1	1	1	0	0	10	0
LOUISIANA	2	1	1	2	3	0	13	55
MAINE	37	2	37	16	37	27	276	35
MARYLAND	2	1	1	3	4	1	21	0
MASSACHUSETTS	2	1	7	1	4	0	51	0
MICHIGAN	2	2	2	2	2	.	17	7
MINNESOTA	36	29	16	25	29	0	273	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	18	16	14	14	18	0	186	4
MONTANA	2	2	2	2	2	0	25	2
NEBRASKA	0	4	0	0	0	0	27	.
NEVADA	2	1	1	1	1	0	9	4
NEW HAMPSHIRE	1	0	1	1	1	0	8	0
NEW JERSEY	9	4	6	2	7	0	58	37
NEW MEXICO	.	.	.	.	.	.	.	.
NEW YORK	211	14	7	.	301	172	2,276	.
NORTH CAROLINA	39	20	28	12	33	0	240	13
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	5	2	4	1	4	0	35	2
OREGON	7	2	6	0	3	0	26	8
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	3	2	2	0	7	47	100	110
RHODE ISLAND	0	0	0	0	0	0	0	27
SOUTH CAROLINA	0	0	0	1	1	0	7	0
SOUTH DAKOTA	2	1	0	0	0	0	6	4
TENNESSEE	12	3	7	0	10	0	47	76
TEXAS	300	200	150	85	304	0	2,644	0
UTAH	5	3	3	2	3	0	18	2
VERMONT	2	0	1	1	0	1	5	5
VIRGINIA	7	6	5	3	8	4	86	1
WASHINGTON	222	222	180	0	222	0	1,192	0
WEST VIRGINIA	2	2	1	0	4	0	18	1
WISCONSIN	1	1	1	0	0	2	11	6
WYOMING	2	1	2	0	1	.	9	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,048	612	582	232	1,127	672	9,154	2,138
50 STATES, D.C. & P.R.	1,048	612	582	232	1,127	672	9,154	2,138

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDS	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO- RATION	FAMILY SERVICES	INDE- PENDENT LIVING	MAIN- TENANCE	RESI- DENTIAL SERVICES
ALABAMA	8	9	6	0	8	0	5	4	6	2
ALASKA	0	0	0	0	0	0	0	2	0	0
ARIZONA	5	1	3	0	4	0	0	3	3	0
ARKANSAS	3	3	1	0	1	0	0	2	2	3
CALIFORNIA	32	93	89	1	39	23	30	153	147	69
COLORADO	1	1	0	0	5	0	0	3	1	0
CONNECTICUT	.	.	.	.	.	.	.	.	.	.
DELAWARE	10	3	1	0	1	0	1	2	1	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	17	25	21	0	15	6	6	8	1	3
GEORGIA	10	6	4	1	7	2	2	6	5	2
HAWAII	3	3	2	0	0	0	3	3	0	0
IDAHO	3	0	1	1	3	0	0	0	0	0
ILLINOIS	5	2	1	1	6	1	0	1	2	1
INDIANA	25	9	5	1	7	5	7	17	5	0
IOWA	5	6	2	2	4	0	1	4	5	0
KANSAS	0	9	2	0	3	0	0	0	0	0
KENTUCKY	8	7	14	0	10	1	4	4	14	2
LOUISIANA	0	10	11	0	11	1	4	11	4	2
MAINE	13	2	7	6	2	4	2	4	4	0
MARYLAND	0	1	0	1	0	0	0	0	0	0
MASSACHUSETTS	1	2	0	0	0	3	0	1	5	2
MICHIGAN	0	0	1	0	0	.	0	0	1	0
MINNESOTA	27	20	11	0	11	0	17	0	9	0
MISSISSIPPI	1	8	7	0	8	8	8	1	2	6
MISSOURI	12	8	6	0	4	6	2	4	6	0
MONTANA	2	3	0	0	1	1	2	1	3	2
NEBRASKA	0	1	1	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0	0	1
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	2	4	2	0	2	0	0	0	0	0
NEW MEXICO	8	4	0	1	2	1	0	5	1	0
NEW YORK	102	10	1	0	1	0	0	.	10	.
NORTH CAROLINA	14	7	11	0	5	2	2	2	7	0
NORTH DAKOTA	1	1	0	0	0	0	0	1	0	0
OHIO	25	10	8	3	14	3	2	10	5	4
OKLAHOMA	1	1	0	0	0	0	0	1	0	0
OREGON	1	1	0	2	0	0	1	1	0	0
PENNSYLVANIA	11	2	1	0	12	0	1	0	1	2
PUERTO RICO	3	6	3	4	2	0	0	1	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	7	10	8	0	7	1	5	4	4	0
SOUTH DAKOTA	0	0	0	0	0	0	1	0	0	0
TENNESSEE	12	10	6	0	6	0	4	5	4	1
TEXAS	91	85	75	0	100	0	50	50	30	40
UTAH	0	2	2	1	2	0	0	0	0	0
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	16	14	14	1	14	8	6	5	6	0
WASHINGTON	3	3	3	0	3	6	0	3	0	0
WEST VIRGINIA	1	0	3	1	2	0	0	1	1	0
WISCONSIN	3	1	0	0	9	1	2	0	2	0
WYOMING	1	0	1	0	1	1	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	493	403	334	27	332	84	168	323	297	142
50 STATES, D.C. & P.R.	493	403	334	27	332	84	168	323	297	142

DATA AS OF OCTOBER 1, 1991.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

VISUAL IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	9	7	6	4	9	1	84	1
ALASKA	1	1	0	0	0	0	4	1
ARIZONA	7	1	3	0	6	2	38	1
ARKANSAS	5	2	4	4	2	1	33	5
CALIFORNIA	39	87	104	32	105	198	1,241	96
COLORADO	2	1	1	0	2	0	17	6
CONNECTICUT	.	.	.	.	.	.	.	.
DELAWARE	4	4	2	0	5	1	35	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	32	15	13	1	37	5	205	2
GEORGIA	8	5	4	3	13	0	78	2
HAWAII	3	3	3	3	3	0	29	0
IDAHO	1	0	1	0	1	0	11	1
ILLINOIS	7	3	15	1	5	3	54	22
INDIANA	13	17	18	7	29	11	176	13
IOWA	7	0	4	3	4	4	51	1
KANSAS	5	0	2	0	3	2	26	4
KENTUCKY	9	6	10	2	8	4	103	0
LOUISIANA	14	10	11	6	3	0	98	15
MAINE	10	1	10	3	10	8	86	6
MARYLAND	2	7	0	1	3	0	15	0
MASSACHUSETTS	1	1	3	0	2	0	21	0
MICHIGAN	3	1	1	1	3	.	11	18
MINNESOTA	18	0	9	9	27	4	162	0
MISSISSIPPI	3	9	3	9	9	0	82	0
MISSOURI	16	6	8	6	12	2	98	0
MONTANA	2	1	1	2	1	0	22	2
NEBRASKA	6	0	1	0	0	1	10	.
NEVADA	0	0	0	0	0	0	1	1
NEW HAMPSHIRE	0	0	0	0	0	0	0	1
NEW JERSEY	9	0	0	0	0	0	19	2
NEW MEXICO	8	5	8	2	7	4	56	1
NEW YORK	12	1	0	.	30	14	181	.
NORTH CAROLINA	15	5	9	4	12	0	95	0
NORTH DAKOTA	1	1	1	1	1	0	8	0
OHIO	25	17	18	4	23	2	173	4
OKLAHOMA	2	2	1	0	0	0	8	7
OREGON	2	0	1	0	1	3	13	5
PENNSYLVANIA	11	2	10	0	11	12	76	101
PUERTO RICO	2	4	0	0	4	28	57	74
RHODE ISLAND	0	0	0	0	0	0	0	4
SOUTH CAROLINA	7	7	8	2	7	6	83	1
SOUTH DAKOTA	0	0	0	0	0	1	2	3
TENNESSEE	16	3	11	6	15	0	99	12
TEXAS	75	85	90	50	100	0	921	20
UTAH	2	2	0	0	0	0	11	1
VERMONT	0	0	0	0	0	0	0	3
VIRGINIA	12	8	9	9	14	2	138	0
WASHINGTON	3	6	3	0	3	0	36	0
WEST VIRGINIA	1	0	1	0	3	0	14	1
WISCONSIN	9	2	8	0	1	1	39	7
WYOMING	1	0	0	0	1	.	6	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	440	338	415	175	535	320	4,826	444
50 STATES, D.C. & P.R.	440	338	415	175	535	320	4,826	444

DATA AS OF OCTOBER 1, 1991.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

DEAF-BLINDNESS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTO-RATION	FAMILY SERVICES	INDE-PENDENT LIVING	MAIN-TENANCE	RESI-DENTIAL SERVICES
ALABAMA	0	1	0	0	1	0	1	0	1	0
ALASKA	0	0	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0	0	0
CALIFORNIA	0	4	4	1	2	1	3	0	3	1
COLORADO	0	1	1	1	0	0	0	0	1	1
CONNECTICUT	.	0	0	0	0	0	0	0	0	0
DELAWARE	0	0	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	4	2	1	0	1	1	1	2	1	3
GEORGIA	0	0	0	0	0	0	0	0	0	0
HAWAII	1	3	0	1	1	0	1	1	0	2
IDAHO	0	0	0	0	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0	0	0	0	0
INDIANA	1	0	1	1	1	0	0	1	0	1
IOWA	0	0	0	0	0	0	0	0	0	0
KANSAS	.	.	.	.	.	.	.	.	.	.
KENTUCKY	0	0	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0	0	0
MAINE	1	0	2	1	0	2	0	0	0	1
MARYLAND	0	0	0	0	0	0	0	0	0	0
MASSACHUSETTS	0	0	0	0	0	1	0	0	1	0
MICHIGAN	.	.	.	.	.	.	.	.	.	.
MINNESOTA	3	3	3	3	0	3	3	3	3	3
MISSISSIPPI	1	0	0	0	0	0	0	0	0	0
MISSOURI	0	2	0	0	0	2	0	0	0	0
MONTANA	0	0	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0	0	0	0	0
NEW MEXICO	.	.	.	.	.	.	.	.	.	.
NEW YORK	.	.	.	.	.	.	.	.	.	.
NORTH CAROLINA	0	0	0	0	0	0	0	0	0	0
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	0	0	0	0	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0	0	0	3	1
OREGON	1	0	0	1	1	0	0	1	2	0
PENNSYLVANIA	1	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	1	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	1	0	0	0	0	1	1	1	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	0	2	2	2	0	0	2	1	2	2
TEXAS	2	7	3	3	1	0	7	7	5	7
UTAH	0	0	0	0	0	0	0	0	0	0
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0	0	0
WASHINGTON	3	3	3	3	3	0	3	3	0	2
WEST VIRGINIA	0	0	0	0	0	0	0	1	0	0
WISCONSIN	0	0	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	18	29	20	17	11	11	22	21	23	24
50 STATES, D.C. & P.R.	18	29	20	17	11	11	22	21	23	24

DATA AS OF OCTOBER 1, 1991.

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TABLE AE1

ANTICIPATED SERVICES NEEDED BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DURING THE 1989-90 SCHOOL YEAR

DEAF-BLINDNESS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	0	0	0	1	0	0	5	3
ALASKA	4	0	0	0	2	0	6	10
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	13	1	0	0	3	21	57	4
COLORADO	0	0	0	0	0	2	7	0
CONNECTICUT	0	0	0	0	0	0	0	11
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	4	3	3	2	4	2	34	0
GEORGIA	0	0	0	0	0	0	0	0
HAWAII	1	1	1	1	1	0	15	0
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0	0	2
INDIANA	13	0	0	0	1	0	20	22
IOWA	0	0	0	0	0	0	0	0
KANSAS	.	.	.	.	.	.	.	.
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	3
MAINE	2	0	2	1	2	0	14	0
MARYLAND	0	6	0	0	0	0	6	0
MASSACHUSETTS	0	0	1	0	0	0	3	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	3	3	0	3	3	3	42	0
MISSISSIPPI	1	0	0	0	0	0	2	0
MISSOURI	0	0	0	0	0	0	4	0
MONTANA	2	0	0	0	0	0	2	1
NEBRASKA	0	0	0	0	0	0	0	.
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0	0	0
NEW MEXICO	.	.	.	.	.	.	.	.
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	0	0	0	0	0	0	0	0
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0	4	0
OREGON	1	0	0	0	2	0	9	0
PENNSYLVANIA	1	1	1	0	1	1	6	2
PUERTO RICO	0	1	0	0	1	2	5	2
RHODE ISLAND	0	0	0	0	0	0	0	2
SOUTH CAROLINA	1	0	0	1	0	0	6	0
SOUTH DAKOTA	0	0	0	0	0	1	1	1
TENNESSEE	2	3	2	2	2	0	24	1
TEXAS	7	7	7	6	5	0	74	0
UTAH	0	0	0	0	0	0	0	0
VERMONT	0	0	1	0	0	0	1	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	0	0	0	0	3	0	26	0
WEST VIRGINIA	1	0	0	0	0	0	2	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	.	0	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	56	26	18	17	30	32	375	64
50 STATES, D.C. & P.R.	56	26	18	17	30	32	375	64

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(ANXXNX1A)
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TABLE AF1

RESIDENT POPULATION FOR CHILDREN AGE 3-21

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1989-90	1990-91	1976-77 - 1990-91	1989-90 - 1990-91	1976-77 - 1990-91	1989-90 - 1990-91
ALABAMA	1,276,000	1,189,000	1,158,816	-117,184	-30,184	-9.18	-2.54
ALASKA	171,000	168,000	170,394	-606	2,394	-0.35	1.42
ARIZONA	788,000	1,003,000	1,033,944	245,944	30,944	31.21	3.09
ARKANSAS	704,000	693,000	666,589	-37,411	-26,411	-5.31	-3.81
CALIFORNIA	7,092,000	7,870,000	8,205,389	1,113,389	335,389	15.70	4.26
COLORADO	900,000	909,000	909,463	9,463	463	1.05	0.05
CONNECTICUT	1,021,000	807,000	806,626	-214,374	-374	-21.00	-0.05
DELAWARE	205,000	179,000	178,712	-26,288	-288	-12.82	-0.16
DISTRICT OF COLUMBIA	227,000	143,000	140,916	-86,084	-2,084	-37.92	-1.46
FLORIDA	2,525,000	3,006,000	3,049,132	524,132	43,132	20.76	1.43
GEORGIA	1,778,000	1,903,000	1,857,488	79,488	-45,512	4.47	-2.39
HAWAII	321,000	305,000	296,433	-24,567	-8,567	-7.65	-2.81
IDAHO	297,000	321,000	321,886	24,886	886	8.38	0.28
ILLINOIS	3,802,000	3,150,000	3,137,327	-664,673	-12,673	-17.48	-0.40
INDIANA	1,854,000	1,575,000	1,584,934	-269,066	9,934	-14.51	0.63
IOWA	970,000	765,000	777,348	-192,652	12,348	-19.86	1.61
KANSAS	763,000	694,000	701,080	-61,920	7,080	-8.12	1.02
KENTUCKY	1,181,000	1,055,000	1,044,017	-136,983	-10,983	-11.60	-1.04
LOUISIANA	1,444,000	1,334,000	1,306,359	-137,641	-27,641	-9.53	-2.07
MAINE	368,000	329,000	332,227	-35,773	3,227	-9.72	0.98
MARYLAND	1,437,000	1,225,000	1,225,617	-211,383	617	-14.71	0.05
MASSACHUSETTS	1,930,000	1,448,000	1,508,968	-421,032	60,968	-21.82	4.21
MICHIGAN	3,267,000	2,619,000	2,630,345	-636,655	11,345	-19.49	0.43
MINNESOTA	1,393,000	1,190,000	1,222,789	-170,211	32,789	-12.22	2.76
MISSISSIPPI	882,000	823,000	814,272	-67,728	-8,728	-7.68	-1.06
MISSOURI	1,587,000	1,386,000	1,402,355	-184,645	16,355	-11.63	1.18
MONTANA	265,000	230,000	230,172	-34,828	172	-13.14	0.07
NEBRASKA	528,000	449,000	450,875	-77,125	1,875	-14.61	0.42
NEVADA	211,000	284,000	306,093	95,093	22,093	45.07	7.78
NEW HAMPSHIRE	281,000	299,000	297,749	16,749	-1,251	5.96	-0.42
NEW JERSEY	2,398,000	1,943,000	1,911,439	-486,561	-31,561	-20.29	-1.62
NEW MEXICO	447,000	467,000	462,317	15,317	-4,683	3.43	-1.00
NEW YORK	5,814,000	4,609,000	4,620,750	-1,193,250	11,750	-20.52	0.25
NORTH CAROLINA	1,883,000	1,789,000	1,792,791	-90,209	3,791	-4.79	0.21
NORTH DAKOTA	230,000	189,000	187,987	-42,013	-1,013	-18.27	-0.54
OHIO	3,687,000	3,011,000	3,005,265	-681,735	-5,735	-18.49	-0.19
OKLAHOMA	906,000	916,000	897,858	-8,142	-18,142	-0.90	-1.98
OREGON	752,000	740,000	762,635	10,635	22,635	1.41	3.06
PENNSYLVANIA	3,793,000	3,059,000	3,051,593	-741,407	-7,407	-19.55	-0.24
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	308,000	249,000	257,832	-50,168	8,832	-16.29	3.55
SOUTH CAROLINA	1,035,000	1,026,000	1,010,518	-24,482	-15,482	-2.37	-1.51
SOUTH DAKOTA	241,000	204,000	207,016	-33,984	3,016	-14.10	1.48
TENNESSEE	1,413,000	1,354,000	1,329,993	-83,007	-24,007	-5.87	-1.77
TEXAS	4,446,000	5,129,000	5,111,671	665,671	-17,329	14.97	-0.34
UTAH	481,000	644,000	644,191	163,191	191	33.93	0.03
VERMONT	168,000	155,000	158,027	-9,973	3,027	-5.94	1.95
VIRGINIA	1,754,000	1,608,000	1,650,521	-103,479	42,521	-5.90	2.64
WASHINGTON	1,217,000	1,283,000	1,325,287	108,287	42,287	8.90	3.30
WEST VIRGINIA	592,000	514,000	493,989	-98,011	-20,011	-16.56	-3.89
WISCONSIN	1,613,000	1,337,000	1,375,831	-237,169	38,831	-14.70	2.90
WYOMING	136,000	144,000	141,240	5,240	-2,760	3.85	-1.92
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	72,782,000	67,721,000	68,167,066	-4,614,934	446,066	-6.34	0.66
50 STATES, D.C. & P.R.	72,782,000	67,721,000	68,167,066	-4,614,934	446,066	-6.34	0.66

RESIDENT POPULATION COUNTS ARE PROVIDED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(RPXXZZ1A)
23OCT91

TABLE AF2

RESIDENT POPULATION FOR CHILDREN AGE 3-5

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1976-77	1989-90	1990-91	1976-77 - 1990-91	1989-90 - 1990-91	1976-77 - 1990-91	1989-90 - 1990-91
ALABAMA	175,341	179,000	173,410	-1,931	-5,590	-1.10	-3.12
ALASKA	24,068	34,000	32,803	8,735	-1,197	36.29	-3.52
ARIZONA	120,127	177,000	175,697	55,570	-1,303	46.26	-0.74
ARKANSAS	101,569	106,000	101,830	261	-4,170	0.26	-3.93
CALIFORNIA	909,219	1,412,000	1,409,905	500,686	-2,095	55.07	-0.15
COLORADO	120,145	158,000	155,332	35,187	-2,668	29.29	-1.69
CONNECTICUT	113,358	131,000	134,165	20,807	3,165	18.36	2.42
DELAWARE	25,241	29,000	29,146	3,905	146	15.47	0.50
DISTRICT OF COLUMBIA	27,938	27,000	21,135	-6,803	-5,865	-24.35	-21.72
FLORIDA	344,352	513,000	509,875	165,523	-3,125	48.07	-0.61
GEORGIA	249,132	299,000	295,545	46,413	-3,455	18.63	-1.16
HAWAII	45,097	52,000	49,230	4,133	-2,770	9.16	-5.33
IDAHO	44,631	50,000	50,392	5,761	392	12.91	0.78
ILLINOIS	499,178	506,000	508,335	9,157	2,335	1.83	0.46
INDIANA	246,507	236,000	242,585	-3,922	6,585	-1.59	2.79
IOWA	118,766	117,000	120,232	1,466	3,232	1.23	2.76
KANSAS	96,784	116,000	116,424	19,640	424	20.29	0.37
KENTUCKY	162,249	152,000	154,107	-8,142	2,107	-5.02	1.39
LOUISIANA	198,917	224,000	209,818	10,901	-14,182	5.48	-6.33
MAINE	47,644	51,000	53,460	5,816	2,460	12.21	4.82
MARYLAND	164,831	205,000	211,138	46,307	6,138	28.09	2.99
MASSACHUSETTS	213,304	235,000	242,530	29,226	7,530	13.70	3.20
MICHIGAN	413,467	404,000	421,997	8,530	17,997	2.06	4.45
MINNESOTA	166,645	197,000	207,734	41,089	10,734	24.66	5.45
MISSISSIPPI	130,900	125,000	121,552	-9,348	-3,448	-7.14	-2.76
MISSOURI	205,393	222,000	226,116	20,723	4,116	10.09	1.85
MONTANA	35,214	38,000	37,838	2,624	-162	7.45	-0.43
NEBRASKA	69,511	73,000	74,315	4,804	1,315	6.91	1.80
NEVADA	27,838	49,000	54,527	26,689	5,527	95.87	11.28
NEW HAMPSHIRE	34,881	48,000	50,509	15,628	2,509	44.81	5.23
NEW JERSEY	290,746	309,000	311,672	20,926	2,672	7.20	0.86
NEW MEXICO	64,122	81,000	78,530	14,408	-2,470	22.47	-3.05
NEW YORK	702,865	745,000	743,139	40,274	-1,861	5.73	-0.25
NORTH CAROLINA	252,156	269,000	272,197	20,041	3,197	7.95	1.19
NORTH DAKOTA	30,231	31,000	30,043	-188	-957	-0.62	-3.09
OHIO	470,129	467,000	478,026	7,897	11,026	1.68	2.36
OKLAHOMA	126,173	147,000	141,335	15,162	-5,665	12.02	-3.85
OREGON	98,561	116,000	124,216	25,655	8,216	26.03	7.08
PENNSYLVANIA	460,377	474,000	482,329	21,952	8,329	4.77	1.76
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	35,362	39,000	39,703	4,341	703	12.27	1.80
SOUTH CAROLINA	144,888	157,000	154,032	9,144	-2,968	6.31	-1.89
SOUTH DAKOTA	32,481	34,000	34,082	1,601	82	4.93	0.24
TENNESSEE	192,024	201,000	201,173	9,149	173	4.76	0.09
TEXAS	634,321	889,000	848,312	213,991	-40,688	33.74	-4.58
UTAH	81,356	107,000	103,462	22,106	-3,538	27.17	-3.31
VERMONT	20,524	24,000	25,296	4,772	1,296	23.25	5.40
VIRGINIA	216,877	256,000	263,272	46,395	7,272	21.39	2.84
WASHINGTON	147,905	213,000	224,666	76,761	11,666	51.90	5.48
WEST VIRGINIA	84,025	68,000	67,285	-16,740	-715	-19.92	-1.05
WISCONSIN	192,191	217,000	225,274	33,083	8,274	17.21	3.81
WYOMING	19,946	24,000	22,791	2,845	-1,209	14.26	-5.04
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9,429,510	11,033,000	11,062,517	1,633,007	29,517	17.32	0.27
50 STATES, D.C. & P.R.	9,429,510	11,033,000	11,062,517	1,633,007	29,517	17.32	0.27

RESIDENT POPULATION COUNTS ARE PROVIDED BY THE U.S. BUREAU OF THE CENSUS.

THE 1976-77 DATA WAS ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(RPXXZZ1A)
23OCT91

TABLE AF3

RESIDENT POPULATION FOR CHILDREN AGE 6-17

STATE	NUMBER 1976-77	NUMBER 1989-90	NUMBER 1990-91	CHANGE IN NUMBER 1976-77 - 1990-91	CHANGE IN NUMBER 1989-90 - 1990-91	PERCENTAGE CHANGE IN NUMBER 1976-77 - 1990-91	PERCENTAGE CHANGE IN NUMBER 1989-90 - 1990-91
ALABAMA	812,953	752,000	717,183	-95,770	-34,817	-11.78	-4.63
ALASKA	102,411	99,000	106,607	4,196	7,607	4.10	7.68
ARIZONA	490,548	614,000	630,321	139,773	16,321	28.49	2.66
ARKANSAS	450,431	441,000	421,531	-28,900	-19,469	-6.42	-4.41
CALIFORNIA	4,446,498	4,771,000	4,888,570	442,072	117,570	9.94	2.46
COLORADO	551,093	550,000	557,018	5,925	7,018	1.08	1.28
CONNECTICUT	671,319	490,000	477,287	-194,032	-12,713	-28.90	-2.59
DELAWARE	128,764	109,000	104,924	-23,840	-4,076	-18.51	-3.74
DISTRICT OF COLUMBIA	136,585	83,000	72,918	-63,667	-10,082	-46.61	-12.15
FLORIDA	1,586,530	1,820,000	1,847,233	260,703	27,233	16.43	1.50
GEORGIA	1,120,109	1,188,000	1,133,437	13,328	-54,563	1.19	-4.59
HAWAII	191,110	181,000	180,641	-10,469	-359	-5.48	-0.20
IDAHO	186,590	208,000	210,939	24,349	2,939	13.05	1.41
ILLINOIS	2,429,966	1,950,000	1,927,922	-502,044	-22,078	-20.66	-1.13
INDIANA	1,182,681	988,000	975,679	-207,002	-12,321	-17.50	-1.25
IOWA	632,399	480,000	484,589	-147,810	4,589	-23.37	0.96
KANSAS	473,180	430,000	433,945	-39,235	3,945	-8.29	0.92
KENTUCKY	746,989	665,000	651,250	-95,739	-13,750	-12.82	-2.07
LOUISIANA	923,076	836,000	820,864	-102,212	-15,136	-11.07	-1.81
MAINE	237,130	203,000	205,201	-31,929	2,201	-13.46	1.08
MARYLAND	928,271	736,000	734,967	-193,304	-1,033	-20.82	-0.14
MASSACHUSETTS	1,242,391	849,000	860,979	-381,412	11,979	-30.70	1.41
MICHIGAN	2,095,777	1,629,000	1,615,209	-480,568	-13,791	-22.93	-0.85
MINNESOTA	898,231	737,000	759,700	-138,531	22,700	-15.42	3.08
MISSISSIPPI	562,604	524,000	509,553	-53,051	-14,447	-9.43	-2.76
MISSOURI	1,003,075	862,000	870,104	-132,971	8,104	-13.26	0.94
MONTANA	169,330	146,000	149,829	-19,501	3,829	-11.52	2.62
NEBRASKA	332,339	280,000	284,077	-48,262	4,077	-14.52	1.46
NEVADA	135,073	176,000	186,755	51,682	10,755	38.26	6.11
NEW HAMPSHIRE	183,785	181,000	177,651	-6,134	-3,349	-3.34	-1.85
NEW JERSEY	1,587,994	1,187,000	1,164,598	-423,396	-22,402	-26.66	-1.89
NEW MEXICO	280,878	293,000	294,443	13,565	1,443	4.83	0.49
NEW YORK	3,793,733	2,803,000	2,758,856	-1,034,877	-44,144	-27.28	-1.57
NORTH CAROLINA	1,181,836	1,091,000	1,056,873	-124,963	-34,127	-10.57	-3.13
NORTH DAKOTA	144,042	118,000	117,231	-26,811	-769	-18.61	-0.65
OHIO	2,355,041	1,883,000	1,854,199	-500,842	-28,801	-21.27	-1.53
OKLAHOMA	564,589	570,000	562,420	-2,169	-7,580	-0.38	-1.33
OREGON	478,903	465,000	480,600	1,697	15,600	0.35	3.35
PENNSYLVANIA	2,454,642	1,884,000	1,838,089	-616,553	-45,911	-25.12	-2.44
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	199,207	149,000	145,661	-53,546	-3,339	-26.88	-2.24
SOUTH CAROLINA	645,989	638,000	612,328	-33,661	-25,672	-5.21	-4.02
SOUTH DAKOTA	151,333	128,000	132,259	-19,074	4,259	-12.60	3.33
TENNESSEE	899,154	849,000	816,141	-83,013	-32,859	-9.23	-3.87
TEXAS	2,779,661	3,183,000	3,162,003	382,342	-20,997	13.75	-0.66
UTAH	286,294	420,000	422,538	136,244	2,538	47.59	0.60
VERMONT	108,007	93,000	93,344	-14,663	344	-13.58	0.37
VIRGINIA	1,090,502	956,000	974,207	-116,295	18,207	-10.66	1.90
WASHINGTON	776,411	789,000	818,856	42,445	29,856	5.47	3.78
WEST VIRGINIA	380,112	330,000	314,139	-65,973	-15,861	-17.36	-4.81
WISCONSIN	1,043,493	828,000	852,047	-191,446	24,047	-18.35	2.90
WYOMING	84,744	91,000	92,746	8,002	1,746	9.44	1.92
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	46,337,802	41,726,000	41,560,461	-4,777,341	-165,539	-10.31	-0.40
50 STATES, D.C. & P.R.	46,337,802	41,726,000	41,560,461	-4,777,341	-165,539	-10.31	-0.40

RESIDENT POPULATION COUNTS ARE PROVIDED BY THE U.S. BUREAU OF THE CENSUS.

THE 1976-77 DATA WAS ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(RPXXZ21A)
23OCT91

TABLE AF4

RESIDENT POPULATION FOR CHILDREN AGE 18-21

STATE	NUMBER 1976-77	NUMBER 1989-90	NUMBER 1990-91	CHANGE IN NUMBER 1976-77 - 1990-91	CHANGE IN NUMBER 1989-90 - 1990-91	PERCENTAGE CHANGE IN NUMBER 1976-77 - 1990-91	PERCENTAGE CHANGE IN NUMBER 1989-90 - 1990-91
ALABAMA	287,706	258,000	268,223	-19,483	10,223	-6.77	3.96
ALASKA	44,521	35,000	30,984	-13,537	-4,016	-30.41	-11.47
ARIZONA	177,325	212,000	227,926	50,601	15,926	28.54	7.51
ARKANSAS	152,000	146,000	143,228	-8,772	-2,772	-5.77	-1.90
CALIFORNIA	1,736,283	1,687,000	1,906,914	170,631	219,914	9.83	13.04
COLORADO	228,763	201,000	197,113	-31,650	-3,887	-13.84	-1.93
CONNECTICUT	236,324	186,000	195,174	-41,150	9,174	-17.41	4.93
DELAWARE	50,995	41,000	44,642	-6,353	3,642	-12.46	8.88
DISTRICT OF COLUMBIA	62,477	33,000	46,863	-15,614	13,863	-24.99	42.01
FLORIDA	594,118	673,000	692,024	97,906	19,024	16.48	2.83
GEORGIA	408,759	416,000	428,506	19,747	12,506	4.83	3.01
HAWAII	84,792	72,000	66,562	-18,230	-5,438	-21.50	-7.55
IDAHO	65,779	63,000	60,555	-5,224	-2,445	-7.94	-3.88
ILLINOIS	872,856	694,000	701,070	-171,786	7,070	-19.68	1.02
INDIANA	424,812	351,000	366,670	-58,142	15,670	-13.69	4.46
IOWA	218,835	168,000	172,527	-46,308	4,527	-21.16	2.69
KANSAS	193,036	148,000	150,711	-42,325	2,711	-21.93	1.83
KENTUCKY	271,761	238,000	238,660	-33,101	660	-12.18	0.28
LOUISIANA	322,007	274,000	275,677	-46,330	1,677	-14.39	0.61
MAINE	83,226	75,000	73,566	-9,660	-1,434	-11.61	-1.91
MARYLAND	343,897	284,000	279,512	-64,385	-4,488	-18.72	-1.58
MASSACHUSETTS	474,305	364,000	405,459	-68,846	41,459	-14.52	11.39
MICHIGAN	757,757	586,000	593,139	-164,618	7,139	-21.72	1.22
MINNESOTA	328,124	256,000	255,355	-72,769	-645	-22.18	-0.25
MISSISSIPPI	188,496	174,000	183,167	-5,329	9,167	-2.83	5.27
MISSOURI	378,532	302,000	306,135	-72,397	4,135	-19.13	1.37
MONTANA	60,456	46,000	42,505	-17,951	-3,495	-29.69	-7.60
NEBRASKA	126,150	96,000	92,483	-33,667	-3,517	-26.69	-3.66
NEVADA	48,088	59,000	64,811	16,723	5,811	34.77	9.85
NEW HAMPSHIRE	62,335	70,000	69,589	7,254	-411	11.64	-0.59
NEW JERSEY	519,260	447,000	435,169	-84,091	-11,831	-16.19	-2.65
NEW MEXICO	102,000	93,000	89,344	-12,656	-3,656	-12.41	-3.93
NEW YORK	1,317,403	1,061,000	1,118,755	-198,648	57,755	-15.08	5.44
NORTH CAROLINA	449,008	429,000	463,721	14,713	34,721	3.28	8.09
NORTH DAKOTA	55,727	40,000	40,713	-15,014	713	-26.94	1.78
OHIO	861,830	661,000	673,040	-188,790	12,040	-21.91	1.82
OKLAHOMA	215,238	199,000	194,103	-21,135	-4,897	-9.82	-2.46
OREGON	174,536	159,000	157,819	-16,717	-1,181	-9.58	-0.74
PENNSYLVANIA	877,981	701,000	731,175	-146,806	30,175	-16.72	4.30
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	73,430	61,000	72,468	-962	11,468	-1.31	18.80
SOUTH CAROLINA	244,123	231,000	244,158	35	13,158	0.01	5.70
SOUTH DAKOTA	57,186	42,000	40,675	-16,511	-1,325	-28.87	-3.15
TENNESSEE	321,822	304,000	312,679	-9,143	8,679	-2.84	2.85
TEXAS	1,032,018	1,057,000	1,101,356	69,338	44,356	6.72	4.20
UTAH	113,350	117,000	118,191	4,841	1,191	4.27	1.02
VERMONT	39,470	38,000	39,387	-83	1,387	-0.21	3.65
VIRGINIA	446,620	396,000	413,042	-33,578	17,042	-7.52	4.30
WASHINGTON	292,683	281,000	281,765	-10,918	765	-3.73	0.27
WEST VIRGINIA	127,864	116,000	112,565	-15,299	-3,435	-11.97	-2.96
WISCONSIN	377,316	292,000	298,510	-78,806	6,510	-20.89	2.23
WYOMING	31,309	29,000	25,703	-5,606	-3,297	-17.91	-11.37
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	17,014,688	14,962,000	15,544,088	-1,470,600	582,088	-8.64	3.89
50 STATES, D.C. & P.R.	17,014,688	14,962,000	15,544,088	-1,470,600	582,088	-8.64	3.89

RESIDENT POPULATION COUNTS ARE PROVIDED BY THE BUREAU OF THE CENSUS.

THE 1976-77 DATA WAS ESTIMATED FROM THE 3-21 YEAR OLD GROUP.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(RPXXZ21A)
23OCT91

TABLE AF5

ENROLLMENT FOR CHILDREN AGE 5-17

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1989-90	1990-91	1976-77 - 1990-91	1989-90 - 1990-91	1976-77 - 1990-91	1989-90 - 1990-91
ALABAMA	752,507	728,254	727,815	-24,692	-439	-3.28	-0.06
ALASKA	91,190	109,028	112,153	20,963	3,125	22.99	2.87
ARIZONA	502,817	597,101	589,504	86,687	-7,597	17.24	-1.27
ARKANSAS	460,593	449,106	434,960	-25,633	-14,146	-5.57	-3.15
CALIFORNIA	4,380,300	5,079,934	4,963,383	583,083	-116,551	13.31	-2.29
COLORADO	570,000	526,686	568,673	-1,327	41,987	-0.23	7.97
CONNECTICUT	635,000	463,800	468,900	-166,100	5,100	-26.16	1.10
DELAWARE	122,273	97,808	99,658	-22,615	1,850	-18.50	1.89
DISTRICT OF COLUMBIA	125,848	88,000	80,500	-45,348	-7,500	-36.03	-8.52
FLORIDA	1,537,336	1,772,558	1,861,538	324,202	88,980	21.09	5.02
GEORGIA	1,095,142	1,126,111	1,151,687	56,545	25,576	5.16	2.27
HAWAII	174,943	169,193	171,056	-3,887	1,863	-2.22	1.10
IDAHO	200,005	212,550	220,840	20,835	8,290	10.42	3.90
ILLINOIS	2,238,129	1,745,985	1,803,000	-435,129	57,015	-19.44	3.27
INDIANA	1,163,179	958,350	956,487	-206,692	-1,863	-17.77	-0.19
IOWA	605,127	478,734	484,116	-121,011	5,382	-20.00	1.12
KANSAS	436,526	430,862	436,250	-276	5,388	-0.06	1.25
KENTUCKY	694,000	630,688	630,091	-63,909	-597	-9.21	-0.09
LOUISIANA	839,499	780,183	779,161	-60,338	-1,022	-7.19	-0.13
MAINE	248,822	213,386	215,516	-33,306	2,130	-13.39	1.00
MARYLAND	860,929	698,806	715,152	-145,777	16,346	-16.93	2.34
MASSACHUSETTS	1,172,000	818,347	829,119	-342,881	10,772	-29.26	1.32
MICHIGAN	2,035,703	1,500,000	1,577,000	-458,703	77,000	-22.53	5.13
MINNESOTA	862,591	692,100	751,913	-110,678	59,813	-12.83	8.64
MISSISSIPPI	510,209	501,772	500,122	-10,087	-1,650	-1.98	-0.33
MISSOURI	950,142	807,934	810,450	-139,692	2,516	-14.70	0.31
MONTANA	170,552	150,593	151,670	-18,882	1,077	-11.07	0.72
NEBRASKA	312,024	270,389	274,141	-37,883	3,752	-12.14	1.39
NEVADA	141,791	186,834	196,736	54,945	9,902	38.75	5.30
NEW HAMPSHIRE	175,496	167,386	170,642	-4,854	3,256	-2.77	1.95
NEW JERSEY	1,427,000	1,076,005	1,082,561	-344,439	6,556	-24.14	0.61
NEW MEXICO	284,719	284,438	299,734	15,015	15,296	5.27	5.38
NEW YORK	3,378,997	2,572,500	2,563,000	-815,997	-9,500	-24.15	-0.37
NORTH CAROLINA	1,191,316	1,078,153	1,082,558	-108,758	4,405	-9.13	0.41
NORTH DAKOTA	129,106	117,134	117,134	-11,972	0	-9.27	0.00
OHIO	2,249,440	1,765,300	1,770,000	-479,440	4,700	-21.31	0.27
OKLAHOMA	597,665	580,000	578,600	-19,065	-1,400	-3.19	-0.24
OREGON	474,707	472,394	484,950	10,243	12,556	2.16	2.66
PENNSYLVANIA	2,193,673	1,654,480	1,667,630	-526,043	13,150	-23.98	0.79
PUERTO RICO	688,592	.	644,958	-43,634	.	-6.34	.
RHODE ISLAND	172,373	135,035	137,946	-34,427	2,911	-19.97	2.16
SOUTH CAROLINA	620,711	616,179	621,776	1,065	5,597	0.17	0.91
SOUTH DAKOTA	148,080	127,115	129,164	-18,916	2,049	-12.77	1.61
TENNESSEE	841,974	839,860	822,200	-19,774	-17,660	-2.35	-2.10
TEXAS	2,822,754	3,309,000	3,353,270	530,516	44,270	18.79	1.34
UTAH	314,471	435,762	444,732	130,261	8,970	41.42	2.06
VERMONT	104,356	94,470	96,198	-8,158	1,728	-7.82	1.83
VIRGINIA	1,100,723	985,749	998,463	-102,260	12,714	-9.29	1.29
WASHINGTON	780,730	809,727	832,218	51,488	22,491	6.59	2.78
WEST VIRGINIA	404,771	328,069	323,021	-81,750	-5,048	-20.20	-1.54
WISCONSIN	945,337	777,359	790,901	-154,436	13,542	-16.34	1.74
WYOMING	90,587	97,135	98,210	7,623	1,075	8.42	1.11
AMERICAN SAMOA	9,950	.	12,443	2,493	.	25.06	.
GUAM	28,570	.	25,941	-2,629	.	-9.20	.
NORTHERN MARIANAS	.	.	6,123	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	25,026	.	21,675	-3,351	.	-13.39	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	45,090,301	40,608,342	41,737,639	-3,352,662	1,129,297	-7.44	2.78
50 STATES, D.C. & P.R.	45,026,755	40,608,342	41,671,457	-3,355,298	1,063,115	-7.45	2.62

ENROLLMENT COUNTS ARE FALL MEMBERSHIP COUNTS COLLECTED BY NCES.

DATA FOR SCHOOL YEARS 1989-90 AND 1990-91 ARE ESTIMATES FROM NCES.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(RPXXZ21A)
23OCT91

TABLE AG1

STATE GRANT AWARDS UNDER CHAPTER 1 OF ESEA (SOP), IDEA, PART B, PRESCHOOL GRANT PROGRAM AND PART-H

APPROPRIATION YEAR 1991
ALLOCATION YEAR 1991-1992

STATE	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B	PRESCHOOL GRANT PROGRAM	PART-H
ALABAMA	743,465	37,178,754	5,525,003	1,714,125
ALASKA	2,191,530	4,552,208	902,773	572,521
ARIZONA	872,378	22,070,512	3,121,061	1,840,021
ARKANSAS	1,536,113	17,676,583	3,048,552	997,485
CALIFORNIA	2,024,064	185,459,999	31,446,463	14,817,016
COLORADO	2,565,468	20,830,995	2,478,044	1,510,754
CONNECTICUT	3,003,720	24,801,917	4,185,584	1,346,121
DELAWARE	2,015,669	4,474,065	1,189,621	572,521
DISTRICT OF COLUMBIA	2,548,551	965,221	168,921	572,521
FLORIDA	4,357,619	91,032,192	10,773,517	5,219,850
GEORGIA	1,318,503	39,538,981	5,190,347	2,992,456
HAWAII	425,166	4,905,046	623,097	572,521
IDAHO	401,374	8,413,491	1,988,013	572,521
ILLINOIS	25,799,056	81,134,390	19,131,140	5,074,585
INDIANA	4,916,577	41,825,451	3,874,036	2,285,500
IOWA	760,962	23,603,464	4,306,698	1,065,276
KANSAS	1,448,444	17,112,043	2,774,453	1,094,329
KENTUCKY	1,423,693	30,380,743	7,816,596	1,442,964
LOUISIANA	1,727,578	27,800,043	5,061,266	2,062,761
MAINE	663,093	10,713,516	2,279,641	572,521
MARYLAND	3,289,600	34,664,236	5,684,363	2,120,867
MASSACHUSETTS	12,197,342	54,260,896	7,694,686	2,450,134
MICHIGAN	4,861,780	63,336,605	11,092,236	3,980,257
MINNESOTA	1,282,184	31,345,167	6,881,951	1,898,127
MISSISSIPPI	379,856	23,987,399	4,381,597	1,162,119
MISSOURI	1,511,097	39,432,133	3,135,403	2,140,235
MONTANA	249,465	6,855,821	1,383,243	572,521
NEBRASKA	338,335	12,783,100	1,990,403	677,903
NEVADA	309,833	7,199,489	1,109,144	572,521
NEW HAMPSHIRE	1,025,747	7,120,549	979,266	572,521
NEW JERSEY	4,196,644	69,814,471	11,465,935	3,263,617
NEW MEXICO	126,912	14,252,261	1,741,005	765,062
NEW YORK	11,299,520	115,740,417	20,727,129	7,766,827
NORTH CAROLINA	982,124	48,224,775	8,352,842	2,730,979
NORTH DAKOTA	345,810	4,678,591	772,895	572,521
OHIO	4,637,648	78,479,533	7,776,756	4,532,263
OKLAHOMA	424,210	25,789,863	4,090,765	1,317,068
OREGON	5,452,916	18,423,324	894,805	1,123,381
PENNSYLVANIA	15,691,142	77,985,959	11,499,401	4,667,844
PUERTO RICO	242,024	14,005,474	2,665,292	2,004,655
RHODE ISLAND	619,188	8,027,960	1,294,001	572,521
SOUTH CAROLINA	472,076	30,591,649	6,327,379	1,539,807
SOUTH DAKOTA	303,007	5,700,027	1,654,154	572,521
TENNESSEE	501,059	41,366,562	5,896,311	1,985,286
TEXAS	6,782,113	133,837,216	18,244,303	8,522,204
UTAH	1,087,311	18,048,957	2,517,087	1,007,170
VERMONT	1,641,469	4,453,732	591,225	572,521
VIRGINIA	1,762,343	45,626,931	7,372,779	2,624,452
WASHINGTON	2,372,510	32,202,344	7,038,921	2,072,445
WEST VIRGINIA	749,749	16,548,299	2,018,291	629,481
WISCONSIN	2,273,163	33,221,786	8,226,948	2,043,392
WYOMING	287,236	4,285,486	971,298	572,521
AMERICAN SAMOA	18,883	1,961,348	38,246	177,694
GUAM	171,896	5,630,419	149,001	473,852
NORTHERN MARIANAS	29,422	957,583	168,125	118,463
PALAU	140,525	774,369	10,358	45,667
VIRGIN ISLANDS	61,838	5,210,366	43,824	355,389
BUR. OF INDIAN AFFAIRS	0	22,891,184	0	0
U.S. AND INSULAR AREAS	148,861,000	1,854,185,895	292,766,194	115,675,177
50 STATES, D.C. & P.R.	148,438,436	1,816,760,626	292,356,640	114,504,112

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(GFXXNX1A)
8OCT91

TABLE AH1

FEDERAL, STATE AND LOCAL FUNDS EXPENDED FOR SPECIAL EDUCATION AND RELATED SERVICES DURING THE 1987-88 SCHOOL YEAR

	SPECIAL EDUCATION			RELATED SERVICES		
STATE	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL
ALABAMA	23,363,610	126,757,223	4,688,207	5,044,792	82,716,025	2,757,759
ALASKA	4,464,102	54,705,916	18,511,575	126,867	11,581,558	5,369,790
ARIZONA	21,686,540	85,638,695	83,216,590	0	0	0
ARKANSAS	8,849,591	42,543,747	20,020,587	4,132,886	2,853,730	1,342,932
CALIFORNIA	90,607,170	1,148,665,089	222,133,707	18,567,344	235,386,001	45,519,939
COLORADO	12,095,825	66,332,648	78,245,725	5,436,335	25,751,019	41,173,305
CONNECTICUT	19,639,000	161,118,000	233,571,000	.	.	.
DELAWARE	6,392,928	30,319,627	11,890,251	268,966	1,963,517	843,642
DISTRICT OF COLUMBIA	3,530,631	29,823,834	.	497,601	5,180,666	.
FLORIDA	13,633,229	326,639,494	170,466,338	32,888,104	173,343,833	90,470,713
GEORGIA	21,385,493	298,110,065	65,572,610	6,493,607	20,541,054	12,675,959
HAWAII	3,294,104	61,010,100	.	451,286	19,240,621	.
IDAHO	5,946,239	27,650,000	0	0	24,953,000	0
ILLINOIS	101,631,671	493,947,678	670,478,247	8,536,270	123,385,000	67,780,650
INDIANA	32,377,661	109,169,421	65,037,223	5,341,899	23,118,618	16,684,500
IOWA	390,148	90,436,221	20,118,085	14,527,072	57,448,464	12,747,734
KANSAS	8,745,300	53,811,992	53,495,385	3,283,999	35,972,792	20,088,363
KENTUCKY	125,526,394	21,722,497	44,982,038	20,434,529	3,536,221	7,322,657
LOUISIANA	14,873,466	139,129,641	48,826,316	3,046,372	41,977,663	11,585,410
MAINE	9,260,467	37,317,115	27,140,548	1,708,006	1,916,642	1,568,162
MARYLAND	22,591,747	113,232,660	148,401,775	3,718,330	23,318,532	36,477,408
MASSACHUSETTS	38,910,868	207,450,646	320,831,697	7,299,600	37,540,800	59,439,600
MICHIGAN	35,430,994	106,220,267	343,635,608	10,813,636	32,418,717	104,878,530
MINNESOTA	11,308,000	233,760,000	102,246,000	3,442,000	32,883,000	15,384,000
MISSISSIPPI	16,113,600	81,758,592	7,044,017	120,000	13,025,376	525,000
MISSOURI	21,906,936	205,387,914	0	5,919,880	55,521,530	0
MONTANA	3,268,996	23,125,166	5,928,787	669,553	4,736,480	1,214,330
NEBRASKA	6,933,610	52,403,692	6,593,034	1,235,014	5,590,333	758,372
NEVADA	3,219,499	40,842,681	27,146,675	1,715,356	10,166,038	8,511,640
NEW HAMPSHIRE	1,992,664	11,697,794	53,034,547	2,988,995	4,467,683	18,633,760
NEW JERSEY	48,016,869	317,642,308	48,996,079	5,335,208	75,057,400	5,444,009
NEW MEXICO	8,619,868	89,963,585	979,812	1,392,272	18,456,128	202,548
NEW YORK	79,507,500	1,175,625,000	1,251,075,000	26,502,500	391,875,000	417,025,000
NORTH CAROLINA	28,157,120	179,775,959	17,120,941	8,273,427	24,963,004	19,578,668
NORTH DAKOTA	1,841,092	8,832,948	19,988,629	1,287,607	2,944,316	7,773,356
OHIO	46,636,327	539,053,255	365,862,925	11,659,082	134,763,314	91,465,731
OKLAHOMA	20,919,038	198,399,547	6,136,068	6,721,764	54,010,120	1,670,416
OREGON	17,508,990	34,362,437	149,366,677	.	.	.
PENNSYLVANIA	76,332,297	409,453,967	196,318,745	2,811,473	17,281,604	15,315,278
PUERTO RICO	13,286,243	27,243,540	.	1,314,024	6,390,460	.
RHODE ISLAND	5,856,255	99,107,515	.	.	.	.
SOUTH CAROLINA	15,852,971	81,352,475	44,746,805	7,254,627	12,764,986	6,743,303
SOUTH DAKOTA	0	0	0	0	0	0
TENNESSEE	12,799,830	103,635,983	36,429,587	11,713,950	4,912,300	2,267,222
TEXAS	77,206,084	389,730,172	225,088,108	21,376,006	73,675,607	38,761,049
UTAH	0	0	0	0	0	0
VERMONT	4,287,698	19,289,452	23,128,936	298,075	1,340,978	1,607,894
VIRGINIA	21,244,735	58,992,348	218,690,035	5,422,243	5,692,799	62,097,374
WASHINGTON	15,304,755	170,067,147	57,039,479	4,068,353	45,207,722	15,162,393
WEST VIRGINIA	13,147,327	80,897,025	15,734,327	1,460,814	8,988,558	1,748,259
WISCONSIN	19,404,151	203,382,583	63,896,270	9,289,830	74,304,494	98,695,431
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	926,387	177,701	.	103,783	.	.
GUAM	.	.	.	.	.	.
NORTHERN MARIANAS	845,479	340,240	.	211,370	85,060	.
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND INSULAR AREAS	1,217,071,499	8,668,053,603	5,593,854,996	295,204,706	2,063,248,763	1,369,312,085
50 STATES, D.C. & P.R.	1,215,299,633	8,667,535,662	5,593,854,996	294,889,553	2,063,163,703	1,369,312,085

TOTAL FUNDS EXPENDED MAY NOT EQUAL THE SUM OF SPECIAL EDUCATION AND RELATED SERVICES BECAUSE SOME STATES ONLY REPORTED TOTAL FUNDS EXPENDED.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EPXXNX1A)
8OCT91

TABLE AH1

FEDERAL, STATE AND LOCAL FUNDS EXPENDED FOR SPECIAL EDUCATION AND RELATED SERVICES DURING THE 1987-88 SCHOOL YEAR

	TOTAL		
STATE	FEDERAL	STATE	LOCAL
ALABAMA	28,408,402	209,473,249	7,445,965
ALASKA	4,590,969	66,287,474	23,881,365
ARIZONA	21,686,540	85,630,695	83,216,590
ARKANSAS	12,982,477	45,397,477	21,363,519
CALIFORNIA	109,174,514	1,384,051,090	267,653,646
COLORADO	17,532,160	92,083,667	119,419,030
CONNECTICUT	19,639,000	161,118,000	233,571,000
DELAWARE	6,661,894	32,283,144	12,733,893
DISTRICT OF COLUMBIA	4,028,232	35,004,500	.
FLORIDA	46,521,333	499,983,327	260,937,051
GEORGIA	27,879,100	318,651,119	78,248,569
HAWAII	3,745,390	80,250,721	.
IDAHO	5,946,239	52,603,000	0
ILLINOIS	110,167,941	617,332,678	738,258,897
INDIANA	37,719,560	132,288,039	81,721,723
IOWA	14,917,220	147,884,685	32,865,819
KANSAS	12,029,299	89,784,784	73,583,748
KENTUCKY	145,960,923	25,258,718	52,304,695
LOUISIANA	17,919,838	181,107,304	60,411,726
MAINE	10,968,473	39,233,757	28,708,710
MARYLAND	26,310,077	136,551,192	184,879,183
MASSACHUSETTS	46,210,468	244,991,446	380,271,297
MICHIGAN	46,244,630	138,638,984	448,514,138
MINNESOTA	14,750,000	266,643,000	117,630,000
MISSISSIPPI	16,233,600	94,783,968	7,569,017
MISSOURI	27,826,816	260,909,444	0
MONTANA	3,938,549	27,861,646	7,143,117
NEBRASKA	8,168,624	57,994,025	7,351,406
NEVADA	4,934,855	51,008,718	35,658,315
NEW HAMPSHIRE	4,981,659	16,165,477	71,668,307
NEW JERSEY	53,352,077	392,699,708	54,440,088
NEW MEXICO	10,012,140	108,419,713	1,182,360
NEW YORK	106,010,000	1,567,500,000	1,668,100,000
NORTH CAROLINA	36,430,547	204,738,963	36,699,609
NORTH DAKOTA	3,128,699	11,777,264	27,761,985
OHIO	58,295,409	673,816,569	457,328,656
OKLAHOMA	27,640,801	252,409,667	7,806,485
OREGON	17,508,990	34,362,437	149,366,677
PENNSYLVANIA	79,143,770	426,735,571	211,634,023
PUERTO RICO	14,600,267	33,634,000	.
RHODE ISLAND	5,856,255	99,107,515	.
SOUTH CAROLINA	23,107,598	94,117,461	51,490,108
SOUTH DAKOTA	3,596,787	12,852,046	20,508,985
TENNESSEE	24,513,780	108,548,283	38,696,809
TEXAS	98,582,090	463,405,779	263,849,157
UTAH	12,517,039	71,566,528	3,808,847
VERMONT	4,585,773	20,630,430	24,736,830
VIRGINIA	26,666,978	64,685,147	280,787,409
WASHINGTON	19,373,108	215,274,869	72,201,872
WEST VIRGINIA	14,608,141	89,885,584	17,482,586
WISCONSIN	28,693,981	277,687,077	162,591,701
WYOMING	2,306,713	40,879,621	8,516,376
AMERICAN SAMOA	1,030,170	177,701	.
GUAM	.	.	.
NORTHERN MARIANAS	1,056,849	425,300	.
PALAU	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	1,530,696,745	10,856,600,561	6,996,001,289
50 STATES, D.C. & P.R.	1,528,609,726	10,855,997,560	6,996,001,289

TOTAL FUNDS EXPENDED MAY NOT EQUAL THE SUM OF SPECIAL EDUCATION AND RELATED SERVICES BECAUSE SOME STATES ONLY REPORTED TOTAL FUNDS EXPENDED.

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(EPXXNX1A)
8OCT91

NOTES FOR APPENDIX A

Tables AB1-AB6: Educational Environments

California -- The State combined the count of students served in homebound/hospital environments with the count of students served in regular classes; the data were presented under the regular class category. In addition, the State did not report counts of students served in private residential facilities and counts of students in private schools who were not placed or referred by a public agency.

Colorado -- The State combined the count of students with other health impairments with the count of students with orthopedic impairments; the data were presented under the orthopedic impairments category.

Florida -- The State did not report placement data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Georgia -- The State did not report placement data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Illinois -- The State did not report placement data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Massachusetts -- Data were not available for children age 3-21 served in private schools not placed or referred by public agencies.

Michigan -- The State combined counts of students with deafness and deaf-blindness with the count of students with hearing impairments; the data were presented under the hearing impairments category. Also, Michigan did not collect counts of children with disabilities in private separate school facilities.

Mississippi -- The State combined counts of the orthopedic impairments and other health impairments categories; the data were presented under the orthopedic impairments category.

North Dakota -- The State did not report placement data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Ohio -- Ohio combined the count of students with other health impairments with the count of students served with orthopedic impairments; the data were presented under the orthopedic impairments category. Also, the State did not report the count of students being served in private schools not placed or referred by public agencies because, under Ohio law, public school districts have no statutory authority to place a child with disabilities in a private school; a free appropriate public education must be made available to any such child of legal school age regardless of domicile.

Oregon -- The State did not report placement data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Pennsylvania -- The State did not report counts of students with deaf-blindness, other health impairments, or with multiple disabilities because Pennsylvania reports such children by their primary disabilities.

Wyoming -- The State did not report placement data for the multiple disabilities category; the data were presented under the students' primary disabilities.

Tables AC1 and AC2: Personnel

Personnel Employed

Colorado -- The State combined the count of teachers of students with other health impairments with teachers of students with orthopedic impairments; the data were presented under the orthopedic impairments category.

Florida -- The State combined the count of teachers of students with hearing impairments with the count of teachers of students with speech or language impairments; the data were presented under the speech or language impairments category. Florida reported the count of teachers of students with multiple disabilities under the cross-categorical category.

Georgia -- The State did not report personnel employed and needed data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Illinois -- The State combined the count of teachers of students with other health impairments with teachers of students with serious emotional disturbance; the data were presented under the serious emotional disturbance category. Also, Illinois included the count of teachers of students with deaf-blindness with either teachers of students served with deafness or with visual impairments.

Kansas -- The State combined the count of teachers of students with deafness with teachers of students with hearing impairments; the data were presented under the hearing impairments category. Also, Kansas combined the count of teachers of students with deaf-blindness with teachers of students with multiple disabilities; the data were presented under the multiple disabilities category.

Massachusetts -- Massachusetts is a non-categorical State, which does not collect data by types of disability; the data are generally not available by disability.

Michigan -- The State combined counts of teachers of students with deafness and with deaf-blindness with teachers of students with hearing impairments; the data were presented under the hearing impairments category.

Minnesota -- The State reported the actual number of personnel employed for vocational education teachers and work-study coordinators, since FTEs for those positions are not available. Minnesota included lead teachers in the Supervisors/Administrators category.

Mississippi -- The State combined the count of teachers of students with other health impairments with teachers of students with orthopedic impairments; the data were presented under the orthopedic impairments category.

Montana -- Montana has all cross-categorical special education classrooms; therefore, the full-time equivalencies of the teachers employed under each disability are an estimate based on contact hours per week.

New York -- The State combined the count of teachers of students with deaf-blindness with teachers of students with multiple disabilities; the data were presented under the multiple disabilities category. Also, the State was unable to apportion FTEs for vocational education teachers, work-study coordinators, school social workers, and counselors. The State did not collect data on other diagnostic staff.

North Dakota -- The State did not report personnel data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Ohio -- The State combined the count of teachers of students with other health impairments with teachers of students with orthopedic impairments; the data were presented under the orthopedic impairments category.

Pennsylvania -- The State reported the counts of teachers for students with other health impairments and deaf-blindness under the categories of the students' primary disabilities.

South Dakota -- The State reported all teachers as serving students having speech or language impairments or students classified as non-categorical. South Dakota did not report teachers serving children 3-5 years old because all teachers are certified to teach children and youth from birth to age 21.

Texas -- The State did not report FTEs of teachers employed to serve students with disabilities, by type of disability. These data are not available because Texas' data collection system is being modified.

Washington -- The State only reported FTEs of special education teachers employed to serve students age 6-21 years old who have speech or language impairments. Washington employs teachers for cross-categorical programs; therefore, no data are available by individual disability. Also, the State was unable to provide data for vocational education teachers, physical education teachers, work-study coordinators, audiologists, recreation therapists, other diagnostic staff, and non-professional staff.

Wisconsin -- Wisconsin does not use the other health impairments and recreational therapist categories. The State reported multicategorical counts under the multiple disabilities category. Also, Wisconsin substituted the category "special needs delivery system" for the "cross-categorical" category.

Wyoming -- The State did not report FTEs for teachers employed to serve students age 6-21 by individual disability, except for speech or language impairments, because teachers in Wyoming serve in a cross-categorical system. Also, Wyoming did not report counts of FTEs for vocational education teachers, recreation therapists, and work-study coordinators because the State does not fund these positions for special education.

Personnel Needed

Colorado -- The State combined the count of teachers of students with other health impairments with the orthopedic impairments category; the data were presented under the orthopedic impairments category.

Georgia -- The State included the count of probationary certificates (fully certified personnel but not in the area of instruction) with their personnel needed counts.

Illinois -- The State did not report personnel needed data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Kansas -- The State combined the counts of teachers of students with deafness with teachers of students with hearing impairments; the data were presented under the hearing impairments category. Also, Kansas combined the counts of teachers of students with deaf-blindness with teachers of students with multiple disabilities; the data were presented under the multiple disabilities category.

Massachusetts -- Massachusetts is a non-categorical State, which does not collect personnel needed data by conditions of disability; the data are generally not available by disability condition. Also, the State did not report data for other special education and related services personnel to serve students with disabilities.

Michigan -- The State included counts of teachers of students with deafness and with deaf-blindness with teachers of students with hearing impairments; the data were presented under the hearing impairments category.

Mississippi -- The State combined the count of teachers of students with other health impairments with teachers of students with orthopedic impairments; the data were presented under the orthopedic impairments category.

North Dakota -- The State did not report personnel data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Ohio -- The State combined the data for teachers of students having other health impairments with students served with orthopedic impairments; the data were presented under the orthopedic impairments category.

Pennsylvania -- The State reported the counts of teachers for students with other health impairments and deaf-blindness under the categories of the students' primary disabilities.

South Dakota -- The State reported all teachers needed as either non-categorical or for students having speech or language impairments. South Dakota did not report teachers needed to serve children 3-5 years old because all teachers are certified to teach children and youth from birth to age 21.

Texas -- The State reported only total FTEs for teachers needed and other special education and related services personnel. The data are not available because Texas' data collection system is being modified.

Wyoming -- The State did not report FTEs for teachers needed to serve students age 6-21 by individual disability, except for speech or language impairments, because teachers in Wyoming serve in a cross-categorical system.

Tables AD1 and AD2: Exiting

Alaska -- Due to computer programming errors, the State could not provide data for the city of Anchorage.

Colorado -- The State combined counts of students with orthopedic impairments and other health impairments; the data were presented under the category of orthopedic impairments.

Florida -- The State did not report exiting data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Georgia -- The State did not report exiting data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Illinois -- The State did not report exiting data for the multiple disabilities category; the data were reported by the students' primary disabilities.

Kansas -- The State did not report exiting data for the deaf-blind category; the data were reported under the multiple disabilities category.

Massachusetts -- The State does not collect data for "graduation through certificate or completion of IEP requirement" because the State only recognizes "graduation with diploma." The State does not collect data for "status unknown."

Michigan -- The State combined data for students with deaf-blindness with those having hearing impairments; the data were presented under the hearing impairments category.

Mississippi -- The State combined counts of the orthopedic impairments and other health impairments categories; the data were presented under the orthopedic impairments category.

Nebraska -- The State combined the data for students with deafness with students who have hearing impairments; the data were presented under the hearing impairments category.

New Jersey -- The State did not report exiting data for 14- and 15-year-olds for all disabilities because State law mandates that students cannot leave the educational system until they are 16. Also, New Jersey does not collect data for "graduation through certification or completion/fulfillment of IEP requirement" because all students who graduate receive a diploma.

North Carolina -- The State combined the data for students with deafness with students who have hearing impairments; the data were presented under the hearing impairments category.

North Dakota -- The State did not report exiting data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Ohio -- The State combined counts of students served with deafness with counts of students served as having hearing impairments; the data were presented under the hearing impairments category. Ohio also combined counts of students served as having other health impairments with counts of students served as having orthopedic impairments; the data were presented under the orthopedic impairments category.

Oregon -- The State did not report exiting data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Pennsylvania -- The State reported the counts of students with other health impairments and multiple disabilities under the categories of the students' primary disabilities. Pennsylvania included the count of other reasons for exit in the count of status unknown.

Texas -- The State did not collect exiting data by individual age year; thus, only the total number of students exiting the educational system for each disability was reported. The State did not use the "reached maximum age" and "status unknown" categories.

Wisconsin -- The State did not report exiting data for 14- and 15-year-olds for all disabilities because State law mandates that students cannot leave the educational system until they are 16.

Wyoming -- The State did not report exiting data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Table AE1: Anticipated Services

Florida -- The State did not report data on anticipated services for the multiple disabilities category; the data were reported under the students' primary disabilities.

Georgia -- The State did not report data on anticipated services for the multiple disabilities category; the data were reported under the students' primary disabilities.

Illinois -- The State did not report data on anticipated services for the multiple disabilities category; the data were reported under the students' primary disabilities.

Kansas -- The State did not report data for the deaf-blindness category; the data were reported under the multiple disabilities category.

Michigan -- The State did not report data for the deaf-blindness category; the data were reported under the hearing impairments category.

Mississippi -- The State did not report data for the other health impairments category; the data were reported under the orthopedic impairments category.

North Dakota -- The State did not report data on anticipated services for the multiple disabilities category; the data were reported under the students' primary disabilities.

Ohio -- The State combined the count of students served as having other health impairments with counts of students served as having orthopedic impairments; the data were presented under the orthopedic impairments category.

Oregon -- The State did not report data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Wyoming -- The State did not report data for the multiple disabilities category; the data were reported under the students' primary disabilities.

Table AH1: Expenditures

Alabama -- The State reported estimated expenditures for special education and related services from State and local sources.

Alaska -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

American Samoa -- American Samoa reported total expenditures from State sources because they were unable to separate expenditures for special education and related services.

Arizona -- The State reported only total expenditures from Federal, State, and local sources because they were unable to separate expenditures for special education and related services.

Arkansas -- The State reported estimated expenditures for special education and related services from State and local sources.

California -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Connecticut -- The State was unable to separate expenditures for special education and related services; thus, only total expenditures were reported from Federal, State, and local sources.

Delaware -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Florida -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Georgia -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Hawaii -- The State was unable to separate expenditures for special education and related services from State and local sources.

Idaho -- The State reported estimated expenditures for special education from Federal and State sources, and did not report expenditures from local sources. Also, Idaho did not report expenditures for related services from Federal and local sources.

Illinois -- The State reported estimated data for special education and related services from Federal, State, and local sources.

Kansas -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Kentucky -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Maryland -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Massachusetts -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Minnesota -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Mississippi -- The State reported estimated expenditures for related services from Federal, State, and local sources and for special education services from Federal and local sources.

Missouri -- The State reported estimated expenditures for related services from State sources. Missouri did not report local expenditures.

Montana -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

New Hampshire -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

New Jersey -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

New Mexico -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

New York -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

North Dakota -- The State reported estimated expenditures for special education and related services from State and local sources.

Northern Marianas -- Northern Marianas reported estimated expenditures for special education and related services from Federal and State sources.

Ohio -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Oklahoma -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Oregon -- The State reported only total expenditures from Federal, State, and local sources because they were unable to separate expenditures for special education and related services.

Pennsylvania -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Puerto Rico -- Puerto Rico reported estimated expenditures for special education and related sources from Federal, State, and local sources.

Rhode Island -- The State combined expenditures from State and local sources. The State reported only total expenditures from Federal and State sources. Rhode Island's accounting system does not allow the State to collect data in the same format as the Federal report requirement.

South Carolina -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

South Dakota -- The State only reported total expenditures for special education and related services from Federal, State, and local sources.

Tennessee -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Texas -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources. The expenditures from Federal sources include all State-administered Federal special education funds but do not include State funds. The expenditures from State sources include all State foundation funds (less local fund assignments) and State general revenue and State available funds expended. Also included are funds for State schools and community centers (except for residential costs). They do not include State administration. The expenditures from local sources include local fund assignments for State foundation funds and other additional local funds expended for the special education programs.

Utah -- The State did not report expenditure data for related services.

Vermont -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Washington -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

West Virginia -- The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Wyoming -- The State only reported total expenditures for special education and related services from Federal, State, and local sources.

APPENDIX B

OSEP SPECIAL EDUCATION PERSONNEL TRAINING

OSEP's Division of Personnel Preparation (DPP) makes grants to increase the supply and improve the quality of personnel available to educate and provide early intervention services to infants, toddlers, children, and youth with disabilities. Training grants for personnel preparation were authorized in 1970 under Part D of EHA, now IDEA, to increase the number of fully qualified personnel available to provide education and related services to children and youth with disabilities. The bulk of program monies go to support personnel training efforts in the Nation's colleges and universities.

Decisions to award grants for personnel training are made, in part, on information relating to the present and projected need for personnel, based on identified regional, State, and national shortages. OSEP reviews proposals submitted for grants for personnel training on technical merit, capacity to train qualified staff, and identified personnel training needs. The grants are awarded competitively; the types of personnel trained with DPP funds depend on the type of projects submitted and the competitive merit of these projects.

Grantees that received training funds for FY 1990, and had completed one yearly budget period, were sent a self-report data collection request. Approximately, 90 percent of the grantees responded. According to grantee-reported data, in FY 1990, 7,410 students enrolled in full- or part-time preservice training funded in whole or part by DPP grants. The largest proportion (20.1 percent) enrolled in speech/language pathology programs. Cross-categorical education programs accounted for 17.9 percent; other personnel[1] accounted for 13.5 percent; and teachers of students with serious emotional disturbance accounted for 7.8 percent. (See table B.1.)

In FY 1990, there were 1,925 degree recipients in programs funded by DPP grants. The largest proportion of these degrees were awarded to speech/language pathologists (28.6 percent), followed by cross-categorical educators (16.9 percent), and other personnel (8.8 percent).[2] (See table B.2.)

In FY 1990, 1,793 students whose training was supported in part by DPP grants received or were recommended for State or professional certification. The largest proportion of these students had been trained as cross-categorical educators (27.0 percent), followed by speech/language pathologists (17.5 percent), and teachers of students with serious emotional disturbance (8.6 percent). (See table B.3.)

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[1] Includes medical personnel, nurses, interpreters, and other non-instructional staff.

[2] The number of students receiving preservice training, degrees, and professional certification are different due to several factors including students leaving programs before completing all work, the decision of some not to apply for certification, or failure to complete all requirements for certification after receiving a degree.

Full- and Part-Time Students Enrolled in Preservice Training Funded by Division of Personnel Preparation (DPP): Number and Distribution, FY 1990

Type of Special Education Training	Number of Students	Percentage of All DPP-Funded Students
Adaptive physical education	154	2.1
Audiologist	166	2.2
Cross-categorical	1,324	17.9
Deaf-blindness	55	0.7
Deafness	177	2.4
Hard of hearing	47	0.6
Mental retardation	420	5.7
Multiple disabilities	276	3.7
Occupational therapist	94	1.3
Orthopedic impairments	94	1.3
Other health impairments	26	0.4
Other non-instructional staff	11	0.1
Other personnel[a]	1,003	13.5
Paraprofessional	107	1.4
Physical therapist	23	0.3
Psychologist	170	2.3
School social worker	13	0.2
Serious emotional disturbance	578	7.8
Specific learning disabilities	492	6.6
Speech/language pathologist	1,493	20.1
Supervisor/administrator	153	2.1
Therapeutic recreation therapist	135	1.8
Visual impairments	210	2.8
Vocational education	189	2.6
Total	7,410	100.0

[a] Examples of "other personnel" include medical personnel, nurses, interpreters, and other non-instructional staff.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

TABLE B.2

Degree Recipients in Programs Funded by DPP Grants:
Number and Distribution, FY 1990

Type of Special Education Training	Number of Students	Percentage of All DPP-Funded Students	Number of Doctoral Students	Percentage of All DPP-Funded Doctoral Students
Adaptive physical education	46	2.4	5	6.6
Audiologist	70	3.6	3	3.9
Cross-categorical	326	16.9	19	25.0
Deaf-blindness	25	1.3	0	0.0
Deafness	86	4.5	0	0.0
Hard of hearing	17	0.9	0	0.0
Mental retardation	98	5.1	1	1.3
Multiple disabilities	50	2.6	0	0.0
Occupational therapist	20	1.0	0	0.0
Orthopedic impairments	29	1.5	0	0.0
Other health impairments	4	0.2	0	0.0
Other non-instructional staff	0	0.0	0	0.0
Other personnel[a]	170	8.8	5	6.6
Paraprofessional	0	0.0	0	0.0
Physical therapist	2	0.1	0	0.0
Psychologist	18	0.9	4	5.3
School social worker	5	0.3	0	0.0
Serious emotional disturbance	108	5.6	3	3.9
Specific learning disabilities	103	5.4	6	7.9
Speech/language pathologist	551	28.6	7	9.2
Supervisor/administrator	39	2.0	13	17.1
Therapeutic recreation therapist	44	2.3	0	0.0
Visual impairments	77	4.0	2	2.6
Vocational education	37	1.9	8	10.5
Total	1,925	100.0	76	100.0

[a] Examples of "other personnel" include medical personnel, nurses, interpreters, and other non-instructional staff.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

TABLE B.3

State or Professional Certifications Received in Programs Funded by DPP Grants: Number and Distribution, FY 1990

Type of Special Education Training	Number of Students[a]	Percentage of All DPP-Funded Students
Adaptive physical education	20	1.1
Audiologist	64	3.6
Cross-categorical	484	27.0
Deaf-blindness	21	1.2
Deafness	82	4.6
Hard of hearing	16	0.9
Mental retardation	93	5.2
Multiple disabilities	45	2.5
Occupational therapist	15	0.8
Orthopedic impairments	20	1.1
Other health impairments	0	0.0
Other non-instructional staff	0	0.0
Other personnel[b]	136	7.6
Paraprofessional	0	0.0
Physical therapist	0	0.0
Psychologist	15	0.8
School social worker	1	0.1
Serious emotional disturbance	155	8.6
Specific learning disabilities	107	6.0
Speech/language pathologist	314	17.5
Supervisor/administrator	64	3.6
Therapeutic recreation therapist	43	2.4
Visual impairments	78	4.4
Vocational education	20	1.1
Total	1,793	100.0

[a] Includes students who received or were recommended for certification.

[b] Examples of "other personnel" include medical personnel, nurses, interpreters, and other non-instructional staff.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

APPENDIX C

SUMMARY REPORT OF SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES IN NEED OF IMPROVEMENT

For five years, the States and Outlying Areas have been required by Section 618(b) of the Individuals with Disabilities Education Act (formerly the Education of the Handicapped Act) to provide information to the U.S. Department of Education on the types of special education programs and services in need of improvement.

Prior to the 1987-88 school year, States reported data on 19 specific OSEP categories. These included six categories for education programs: instructional programs, instructional settings, vocational education, assessment, evaluation, and physical education. The pre- 1987-88 categories also included 13 separate categories for related services: occupational therapy, physical therapy, psychological services, speech/language therapy, counseling services, transportation services, parent counseling/training, school social work, diagnostic services, audiological services, recreational services, school health services, and medical services.

OSEP simplified its reporting format for the 1987-88 school year allowing States to discuss areas most needing improvement under two broad categories: special education programs and related services. Many States, however, continued to report on services in need of improvement according to the earlier categories.

The 1990 Amendments deleted the requirement for States to report data on programs and services in need of improvement. Thus, this report on the State-provided data for the 1989-1990 school year will be the last such data to be included in the annual report to Congress.

This summary report details the principal concerns across States that are evident after analyzing the 1989-90 data. It then reviews specific State concerns in the area of programs and services and related services.

AREAS OF NATIONWIDE CONCERN

An analysis of the State-reported data shows that in addition to the specific data reported under the 19 OSEP categories, there appears to be several themes that transcend specific programs or services and State or regional boundaries. These themes include personnel, preschool education, programs for students with specific disabilities, interagency cooperation, rural education, bilingual education and family interaction.

Personnel

Personnel issues were the major concern of nearly every State. States expressed needs in areas of recruitment, training, and retention of staff. States called for a greater supply of qualified personnel to provide services to students with specific disabilities as well as to bilingual students.

States reported short supplies of qualified personnel in all related services areas, particularly those in which they are in competition with hospitals and other health centers. States called for more preservice and in-service training of existing personnel in instructing and counseling children with special needs, and in the use of technology and adaptive devices.

Early Intervention and Preschool Education

The 1986 amendments to IDEA, which required a free appropriate public education for 3-5 year olds with disabilities beginning in FY 1991, have resulted in a number of States reporting needs in preschool education. Calls for improvement included the need for more qualified personnel, staff training in the special needs of infants and toddlers, appropriate assessment and diagnostic tools, development of integrated services, and more programs for preschool students. Additional space is needed by a number of States to develop these programs.

Programs for Students with Specific Disabilities

States reported that students who have serious emotional disturbance, mental retardation, or sensory impairments are most in need of better programs and services. Additional staff, better evaluation, improved programmatic services, and increased vocational and transitional services were mentioned as methods for improvement for these students. Several States would like to study alternatives for future service delivery.

Interagency Cooperation

Improved cooperation with related agencies was another common theme reported by the States. Some States specifically mentioned this need in the area of vocational and transition services, and social work and school health, while other States expressed the need generally in implementing instructional programs. Several States expressed an interest in better cooperation between regular and special education. Some of the needs for interagency cooperation expressed by the States were State-specific. For example, one State reported that there is a need for improved interagency cooperation between the State education agency, the Department of Children and Family Services, and other government agencies, particularly with regard to services and funding required by children and youth who are placed in a residential facility.

Rural Special Education

Geography has an influence on service delivery to students with disabilities. For example, a number of States face unique problems in providing special education services to rural areas because of isolation, small numbers of students with certain disabilities, and long distances involving transportation. Shortages of teachers (particularly for young children) and scarcity of appropriate personnel (for services such as occupational therapy, physical therapy, psychological services, speech and language services, and counseling) were reported. States noted that increased resource coordination is necessary at a local level to maximize the availability of services within the closest geographic area possible for children and youth with disabilities living in rural areas.

Bilingual Education

Several States noted that there is a lack of appropriate assessment instruments for the growing number of culturally and linguistically diverse students entering classrooms. Additional programs and staff are needed to meet the needs of these students.

Family Interaction

A number of States reported that they would like to expand parental and family involvement in the education of exceptional students. One State suggested that increased efforts are needed to obtain the participation of parents in training activities, particularly focusing on: at-risk issues, intervention, strategies, due process and positive advocacy. Another State stated that there is an increased need for family support personnel who can assist families in locating and enrolling children in activities and programs outside of the school system.

Summary

States continue to strive toward improved service delivery for students with disabilities. States are attempting to go beyond compliance--to implement programs that achieve maximum progress for students with the greatest efficiency and coordination of services. States are moving towards this goal, but they report many specific areas of program and service delivery that need to improve to achieve their objectives. A more detailed discussion of specific program and service areas listed by the States as needing improvement follows.

PROGRAMS AND SERVICES NEEDING IMPROVEMENT

Instructional Programs

Instructional programs were listed by nearly every State and Outlying Area as an area in need of improvement. States mentioned lack of staff, and a need for additional training and staff development with particular frequency.

Thirty-one States reported that additional staff, primarily teachers, are needed in their States to improve existing overloaded classrooms and to expand and establish new programs. Several States reported that there is an increase in temporary certification in their States; teachers trained specifically in education of the disabled are needed in their school districts.

Seventeen States indicated that additional training and staff development for special education teachers is needed in their States. According to these States, additional in-service training is needed by many teachers.

Improved programs for specific disabilities were mentioned by many States, primarily for the categories of emotional disturbance (14 States), speech/language impairments (5 States), sensory impairments (4 States), mental retardation (3 States), and learning disabilities (3 States).

Thirteen States cited improved services needed in early childhood or preschool programs. Specifically, States need additional teachers and new or expanded preschool programs.

Instructional Settings

Twelve States expressed a need to improve instructional settings for children with disabilities. As in previous years, State educational agencies cited the need for additional classrooms or other appropriate space, to alleviate overcrowding, facility improvements, or expanded preschool programs. Several States expressed a need to create more accessible facilities.

Vocational Education and Transition Programs

Twenty-nine States and three Outlying Areas commented specifically on improvements needed for vocational education and transition to appropriate postsecondary experiences. Most often reported was a need for additional staff, expansion of vocational programs (including prevocational and transitional programs), improved cooperation between vocational and special education programs, and additional training for school personnel in terms of the development of transition plans for special education children going into adult services programs. Several States felt that the curricula presently used by the schools often needs to be expanded and/or adapted to enable some students with disabilities to complete training programs which will prepare them for meaningful work.

Assessment

Eleven States and one Outlying Area commented on improvements they would like to see in the assessment process. Specific areas mentioned by the States include additional assessment staff, improvement in assessment practices for culturally and linguistically diverse populations, non-discriminatory assessments for minority populations, improved interagency coordination in the assessment process, additional staff training in assessment practices, and improved early identification assessments.

Evaluation

Eleven States would like to expand the evaluations of the effectiveness of their special education programs that they conduct. States suggested evaluations of service delivery, eligibility criteria, and student outcomes. Several States suggested a needs assessment be conducted of various groups (e.g., secondary programs, students with low-incidence conditions in rural areas) to determine the extent to which needs are met or not met.

Physical Education

Four States and one Outlying Area listed improvements that they would like to see within their State in the area of physical education for children with disabilities. The primary concern of these States was for improved training of teacher personnel providing adaptive physical education services to special education students. Additionally, several States expressed a need for additional personnel.

RELATED SERVICES NEEDING IMPROVEMENT

Occupational and Physical Therapy

Thirty State educational agencies reported difficulties in providing occupational and physical therapy services. Most of these States attributed their problem to a lack of certified therapists to meet the increased demand for these services. According to these States, it is difficult to recruit qualified personnel, in part because of competition with the private sector. One State reports that trends seem to indicate more therapists are preferring to work outside of the school system because of increased salary and other incentives of private practice. As a result, many districts must purchase occupational and physical therapy services from private therapy providers on a contractual basis, often incurring higher costs to provide these services.

Several States reported problems in supplying occupational and physical therapists to specific geographic areas, particularly rural areas. Other improvements needed that were cited by the States include increased services for preschool children and children with low-incidence disabilities, and additional training for staff members.

Psychological Services

Nineteen States stated that improvements were needed in the provision of psychological services primarily in recruiting additional personnel. As with the occupational and physical therapists, speech therapists are difficult to recruit in rural areas, and schools face competition with private sector employers. States noted that additional staff would reduce caseloads and facilitate earlier intervention.

Speech and Language

Twenty-one States and one Outlying Area responded that improvements were needed in speech and language services particularly in the recruitment of additional personnel. As with occupational and physical therapists and psychologists, speech therapists are difficult to recruit in rural areas, and schools face competition with private sector employers. States noted that additional staff would reduce caseloads and facilitate earlier intervention.

Counseling Services

Nine States reported that counseling services were in need of improvement. Six of these States reported that improvements are needed in the number of counseling services provided. Two States felt that additional training is necessary for their counselors. One State reported that their guidance counselors need to be more responsive to special education students.

Transportation

Seven States noted that there is a need for additional buses and bus drivers to reduce the length of routes, especially for rural students. Other improvements include an increase in the number of aides trained in the care of children with disabilities, two-way communication on buses, and medical monitoring of students with health problems.

Parent Counseling/Training

There were two States that responded to this category. One State expressed a need for increased availability of training to improve parent/school communications. The other State would like parent counseling to help parents understand the disabilities and manage children's behavior. They would also like to have parent training in nutritional, tutorial, and parenting skills.

Social Work

Personnel issues were of primary concern to seven States that responded on this service. As with occupational and physical therapists, more social workers are needed in the schools, rather than working under contract. Additionally, two States felt that continued training in the provision of technical assistance and collaboration with teachers, parents and administrators, and students in designing behavior management plans, plans for social skill training, counseling, classroom management, parenting skills, and so forth, is needed as the needs of the students are identified through the appraisal process.

Diagnostic Services

Six State educational agencies reported needs in the area of diagnostic services. Additional staff are needed in three of these States. Improvements for this category were often State-specific. In one State, many students with learning disabilities have multiple problems that are difficult to diagnose; improvements in the diagnostic process are needed. In another State, additional training is needed for personnel in the implementation of assessment procedures appropriate for students with severe disabilities; the use of assessment procedures that address skill attainment rather than development levels need to be employed.

Audiology

One State cited a need for additional staff and audiological services in rural areas.

Health

Six States reported a need for improved health services. Their individual responses included the following suggestions: more interagency coordination at the local level; necessity for publishing guidelines for serving students with health impairments; need for additional staff; and additional training for their staff.

APPENDIX D

EVALUATION OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT: SPECIAL STUDIES CONTRACTS

This appendix summarizes the specific evaluation activities supported by Special Studies monies from 1976 through the present. All Special Studies contracts are listed and brief descriptions provided. The studies have been designed to provide information concerning the impact and effectiveness of the IDEA, formerly EHA.

	Title	Contractor and Contract Number	Contract Period and Amount
1.	**Assessment of State Information Capabilities under P.L. 94-142**	**Management Analysis Center (MAC), Inc. Cambridge, MA 300-76-0562**	**9/30/76 - 9/30/77 $298,840**

Description: The purpose of this study was to determine the States' capacities to respond to the new reporting requirements inherent in P.L. 94-142. MAC analyzed the data requirements in the law and the reporting forms being developed by program staff. After visiting 27 States to test their capacity to respond, MAC reported on State capacity to provide information in four categories: children, personnel, facilities, and resources. They found that capacity was relatively high in the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data, since States could not respond adequately to such requests.

2.	**Development of a Sampling Procedure for Validating State Counts of Handicapped Children**	**SRI International Menlo Park, CA 300-76-0513**	**10/1/76 - 9/30/77 $267,790**

Description: The purpose of this study was to develop a sampling plan and a method that could be used by program staff to validate the State counts. SRI International evaluated all previously available data on the incidence of children with disabilities and concluded that the data reported by States were at least as accurate as other data sources, if not more so. SRI concluded that procedures for validating the information should be incorporated into the counting procedures themselves. SRI developed a handbook showing States how to do this.

Title	Contractor and Contract Number	Contract Period and Amount
3. An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children	**Council for Exceptional Children (CEC) Reston, VA 300-76-0515**	**10/1/76 - 9/30/77 $110,904**

Description: The purpose of this study was to determine the extent to which State policies (a) provided for services to children with disabilities other than those provided for under IDEA, Part B, or (b) used varying definitions or eligibility criteria for the same categories of children. CEC found that neither of the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.

4. Implementation of the Individual Education Program	**David Nero & Associates Portland, OR 300-74-7915**	**9/30/76 - 12/30/77 $433,000**

Description: The purpose of this study was to estimate the difficulty of implementing the IEP provision of the IDEA. The work was performed by Nero and Associates and by internal staff. Four States were visited and a variety of individuals affected by the Act were interviewed. The study revealed that (a) similar concerns were identified both in States that already had provisions and in those that did not, and (b) similar concerns were raised by both special education and regular teachers. The findings were used to design technical assistance and in-service training programs.

5. Analysis of State Data	**Team Associates Washington, D.C. 300-76-0540**	**9/29/76 - 9/11/77 $192,698 9/12/77 - 6/30/78 $175,396**

Description: The purpose of this study was to analyze data already available from the States. The work was performed by TEAM Associates and by internal staff. The State data contained all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the information contained in these State documents and information obtained from Special Studies form the backbone of the *Annual Report to Congress.*

Title	Contractor and Contract Number	Contract Period and Amount
6. Longitudinal Study of the Impact of P.L. 94-142 on a Select Number of Local Educational Agencies	**SRI International Menlo Park, CA 300-78-0030**	**1/16/77 - 9/16/78 $197,707 9/16/78 - 9/15/79 $566,838 9/15/79 - 2/28/81 $498,112 2/28/81 - 10/31/81 $249,993 11/1/81 - 12/15/82 $250,006**

Description: The purpose of this study was to follow a small sample of school systems over a 5-year period to observe their progress in implementing the Act. Because Congress asked that the *Annual Report* describe progress in implementation, this in-depth study of processes was designed to complement the national trends reported by States. In this study, SRI International described the implementation process for the school districts and identified problem areas.

Title	Contractor and Contract Number	Contract Period and Amount
7. Criteria for Quality	**Thomas Buffington Associates Washington, D.C. 300-77-0237**	**5/19/77 - 2/28/79 $395,162**

Description: This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142's implementation. It was conducted by internal staff with the assistance of Thomas Buffington Associates. The study focused on four principal requirements of the law: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for LEA self-study guides. Four monographs addressing the evaluation of these four provisions of the law were produced. Each monograph included the relevant papers and a review by a panel of education practitioners.

	Title	Contractor and Contract Number	Contract Period and Amount
8.	**National Survey of Individualized Education Programs**	**Research Triangle Institute (RTI) Research Triangle Park, NC 300-77-0529**	**1/16/77 - 9/16/78 $197,707 10/1/78 - 9/30/79 $661,979 10/1/79 - 10/30/80 $125,181**

Description: The purpose of this study was to determine the nature and quality of the individualized education programs being designed for children with disabilities. These programs are at the heart of the service delivery system, and the Congress asked for a survey of them. RTI spent the 1977-78 school year designing a sampling plan and information-gathering techniques. Data collected in school year 1978-79 provided descriptive information about IEP documents. The study found that 95 percent of children with disabilities have IEPs. Most IEPs meet minimal requirements of the Act, except for the evaluation component.

9.	**A Descriptive Study of Teacher Concerns Said to be Related to P.L. 94-142**	**Roy Littlejohn & Associates Washington, D.C.**	**7/9/76 - 10/30/78 $328,758**

Description: The purpose of this study was to assess the array of concerns raised by teachers regarding the effects of the Act on their professional responsibilities. Several concerns were raised by teachers during the course of the FY 1976 study on the implementation of the individualized education program, and several have been raised by national teachers' organization. Roy Littlejohn & Associates organized the concerns into general types and analyzed the relationships between these categories of concerns and the requirements of the Act. They visited six school districts to analyze in detail a small number of examples. Recommendations were made for school districts to provide teachers with more information about P.L 94-142.

10.	**Case Study of the Implementation of P.L. 94-142**	**Education Turnkey Systems Washington, D.C. 300-77-0528**	**9/30/77 - 5/31/79 $484,452**

Description: The purpose of this study was to assess the first year of implementation of the Act. Education Turnkey Systems observed nine local school systems during the 1977-78 school year and the first half of the 1978-79 school year to determine how priorities were established and how implementation decisions were made at each level of the administrative hierarchy. P.L. 94-142's implementation was observed to be well under way at each LEA despite varying levels of resources and organizational differences among sites. Problem areas were identified.

	Title	Contractor and Contract Number	Contract Period and Amount
11.	**Clarification of P.L. 94-142 for the Classroom Teacher**	**Research for Better Schools** **Philadelphia, PA** **300-77-0525**	**10/1/77 - 1/31/78** **$24,767**

Description: The purpose of this project was to provide regular teachers with accurate information about P.L. 94-142 and its probable effects on their classrooms. A field-tested guide entitled *Clarification of P.L. 94-142 for the Classroom Teacher* was produced by Research for Better Schools for this purpose. The guide contains (1) a self-evaluation pretest; (2) an explanation of the law, its background, purpose, and major provisions; (3) questions most frequently asked by teachers about P.L. 94-142 and their answers; (4) activities to help classroom teachers prepare themselves and their students for implementation of the law; and (5) two appendices, one containing the P.L. 94-142 regulations, and the other an annotated bibliography.

12.	**Study for Determining the Least Restrictive Environment Placement of Handicapped Children**	**Applied Management Sciences (AMS)** **Silver Spring, MD** **300-78-0427**	**9/12/78 - 1/10/80** **$369,770**

Description: The purpose of this study was to investigate the rules or criteria used by the courts and States hearing officers to determine the placements of children with disabilities, the guidance given by States to school districts in making placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of the Act's least restrictive environment requirement were compared across arenas. Exemplary practices at the State and local educational agency levels were described.

13.	**Special Teens and Parents: Study of P.L. 94-142's Impact**	**ABT Associates, Inc.** **Washington, D.C.** **300-78-0462**	**10/1/78 - 9/30/79** **$47,220** **10/1/79 - 9/30/80** **$53,687**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the impact of P.L. 94-142 on secondary students with learning disabilities and their families. For four requirements of the law--protection in evaluation, individualized education programs, least restrictive environment, and procedural safeguards--the study investigated how the requirements were implemented by the secondary school special education program, the impact of the school program and practices on the students, and the implications of the experiences of the students for those concerned with the education of adolescents with learning disabilities.

Title	Contractor and Contract Number	Contract Period and Amount
14. Activist Parents and Their Disabled Children: Study of P.L. 94-142's Impact	**American Institutes for Research (AIR) Cambridge, MA 300-78-0463**	**10/1/78 - 9/30/79 $55,641 10/1/79 - 9/30/80 $63,374**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study focused on parents who responded energetically to the invitation to activism offered by P.L. 94-142, and examined the benefits of parent activism for the child. Effective strategies were identified and the history of their development described. The cost of parental involvement was described in emotional and economic terms, and program benefits to children were shown.

15. The Quality of Educational Services: Study of P.L. 94-142's Impact	**Huron Institute Cambridge, MA 300-78-0465**	**10/1/78 - 9/30/79 $51,239 10/1/79 - 8/31/80 $60,000**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the extent to which school district implementation of P.L. 94-142 results in quality educational services to children with disabilities and the consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers. The second year focused on factors that influence mutual adaptation between families and school staff.

16. Children with Different Handicapping Conditions: Study of P.L. 94-142's Impact	**Illinois State University Normal, IL 300-78-0461**	**9/1/78 - 8/31/79 $46,060 9/1/79 - 8/31/80 $55,295**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. It focused on differences in the impact of P.L. 94-142 implementation on children with various disabilities and their families. The study looked at the consequences to families from five theoretical perspectives and related these to the provisions and implementation of the Act.

Title	Contractor and Contract Number	Contract Period and Amount
17. Institutional Responses and Consequences: Study of P.L. 94-142's Impact	**High/Scope Educational Research Foundation Ypsilanti, MI 300-78-0464**	**10/1/78 - 9/30/79 $48,387 10/1/79 - 9/30/80 $56,228**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study investigated the relationship of school district responses to P.L. 94-142 to child and family outcomes, such as self-concept, social skills and competencies, academic achievement, and economic activity.

Title	Contractor and Contract Number	Contract Period and Amount
18. Project to Provide Technical Assistance in Data Analysis	**Decision Resources Corporation Washington, D.C. 300-78-0467**	**10/1/78 - 9/30/79 $142,614 10/1/79 - 9/30/80 $199,714 10/1/80 - 5/31/81 $ 89,919**
	300-82-0001	**10/1/82 - 9/30/83 $125,071 10/1/83 - 9/30/84 $144,171**
	300-84-0246	**10/1/84 - 9/30/85 $196,632 10/1/85 - 9/30/86 $348,564 10/1/86 - 10/31/87 $215,797**
Technical Assistance in Data Analysis, Evaluation, and Report Preparation	**Westat, Inc. (formerly Decision Resources Corporation) Rockville, MD 300-87-0155**	**10/1/87 - 9/30/92 $5,908,246**

Description: The purpose of this project was to analyze data already available from States. The work was performed by Decision Resources and by internal staff. State data submitted to OSEP each year contain all numerical information required in the Act as well as extensive information on policies and procedures. State data were analyzed throughout the years of the contract period for dissemination to the field and for inclusion in the *Annual Report to Congress.*

The current project combines and expands on previous separate technical assistance contracts with OSEP. The purposes of the project are to (1) assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; (2) conduct issue-oriented analyses that can be utilized by Federal, State, and local administrators to support decisions regarding policy making and implementation; (3) assist States to build the capacity to collect valid and reliable data and to perform evaluations of the impact and effectiveness of services provided under IDEA; (4) facilitate information exchanges among Federal, State, and local special educators to discuss common concerns and goals; and (5) obtain, organize, and analyze information from multiple sources for reporting on the status of IDEA implementation, and the impact and effectiveness of IDEA implementation.

Title	Contractor and Contract Number	Contract Period and Amount
19. **Identification of Future Trends in the Provision of Services to Handicapped Students**	**Newtek Corporation Reston, VA 300-78-0302**	**6/1/78 - 9/30/78 $10,000**

Description: This project was designed to provide information on potential future changes in values, economics, social institutions, technology, and medicine that may affect the provision of services to children with disabilities. In 1978, at a conference held by Newtek Corporation, experts in those five areas discussed the trends and the implications of those trends with panel members representing various aspects of services to children with disabilities. Although in many cases the projected trends were too speculative to guide policy making, the conference highlighted some potentially important trends about which policy makers should be aware. A summary of the conference was published in *Focus on Exceptional Children.*

Title	Contractor and Contract Number	Contract Period and Amount
20. **A Project to Develop BEH Waiver Requirements, Procedures, and Criteria**	**Planning and Human Systems, Inc. Washington, D.C. 300-78-0128**	**5/1/78 - 12/15/78 $64,500**

Description: States that provide clear and convincing evidence that all children with disabilities have a free appropriate public education available to them may receive a partial waiver of the law's fiscal nonsupplant requirement. A six-month study was undertaken by Planning and Human Systems in 1978, to develop guidelines to be used in reviewing a State's request for a waiver. Development of the guidelines was based on (1) an evaluation of experiences in conducting a review of a request by Massachusetts for a waiver in 1978; (2) information provided by Federal, State, and local agencies and by State consumer, advocacy, and professional associations; and (3) a review of monitoring procedures used by other Federal agencies.

Title	Contractor and Contract Number	Contract Period and Amount
21. A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children	**Applied Management Sciences (AMS) Silver Spring, MD 300-79-0669**	**10/1/79 - 9/30/80 $200,403 10/1/80 - 9/30/81 $480,092 10/1/81 - 9/30/82 $179,906 10/1/82 - 3/31/83 $ 37,310**

Description: This study described LEA procedures for identifying, assessing, and placing students to determine whether or not procedures were in place to prevent the erroneous classification of children, particularly misclassification on the basis of race or culture. AMS collected data from 500 schools in 100 school districts and reviewed selected documents for 10,000 individual students. Five topics were addressed: (a) the extent to which LEAs use evaluative data such as adaptive behavior and classroom observations in their assessments; (b) a comparison of evaluation procedures for minority and nonminority students; (c) assessment training needs as identified by the respondents; (d) the extent to which school staff members document evaluation decisions; and (e) the extent to which school systems have students waiting to be evaluated.

Title	Contractor and Contract Number	Contract Period and Amount
22. Survey of Special Education Services	**Rand Corporation Santa Monica, CA 300-79-0733**	**10/1/80 - 9/30/81 $225,402**

Description: The purpose of this study was to survey and describe the services provided by school districts and the number and nature of services actually received by children with disabilities. As a result of cutbacks in Special Studies money, however, this contract was terminated at the end of the first year.

Title	Contractor and Contract Number	Contract Period and Amount
23. Study of Student Turnover Between Special and Regular Education	**SRI International Menlo Park, CA 300-79-0660**	**10/1/79 - 3/31/81 $220,299**

Description: The purpose of this study was to provide information about student flow between special and regular education. SRI International (1) described the characteristics of children leaving special education and the reasons for their departure, (2) identified the extent to which children with disabilities transfer successfully into regular education programs, and (3) identified children who may receive treatment of short duration and therefore may not be receiving services when Federal counts are taken.

Title	Contractor and Contract Number	Contract Period and Amount
24. **Legal Conference on the Surrogate Parent Requirement**	**Federation for Children with Special Needs Boston, MA 310-1-76-BH-02**	**5/1/79 - 8/31/79 $35,358**

Description: This project investigated the legal issues surrounding the surrogate parent requirement of P.L. 94-142 and explored as many approaches as possible for responding to these issues. The Federation for Children with Special Needs held a conference in July 1979 that included four State representatives involved in the legal aspects of implementing the parent surrogate requirements, two persons from national organizations, and representatives from the General Counsel's Office of HEW, the Justice Department, and program staff. Information provided at this conference, reports of several States on their experience in implementing the parent surrogate requirement, and independent legal research formed the basis for analyzing the issues involved. The analysis was used to review the need for policy clarification.

25. **Analysis of State and Local Implementation Efforts**	**Newtek Corporation Reston, VA 300-79-0722**	**10/1/79 - 5/15/80 $31,854**

Description: This study was designed to provide information on the budgetary factors at State and local levels that affect the implementation of P.L. 94-142. The study, conducted by Newtek Corporation, (1) investigated the special education budgetary process at the State level and (2) examined in detail budgetary processes in four LEAs, selected on the basis of demography. A guidebook was produced describing the Federal funding process for P.L. 94-142 as well as State and local funding processes for special education.

Title	Contractor and Contract Number	Contract Period and Amount
26. State/Local Communication Network for Exploring Critical Issues Related to P.L. 94-142	**National Association of State Directors of Special Education (NASDSE) Washington, D.C. 300-79-0721**	**10/1/79 - 9/30/80 $159,175 10/1/80 - 9/30/81 $195,759 10/1/81 - 9/30/82 $151,320 10/1/82 - 9/30/83 $192,249 10/1/83 - 9/30/84 $183,505 10/1/84 - 9/30/85 $186,129 10/1/85 - 9/30/86 $195,051 10/1/86 - 9/30/87 $203,800**

Description: The Forum project, conducted by NASDSE, provided a communication network for local, State, and Federal levels. All 50 SEAs and more than 100 LEAs were Forum participants. The project conducted analyses of important issues and practices in SEAs and LEAs in order to assist OSEP in providing technical assistance to the field as specified under Section 617 of IDEA. The communication network also operated as a mechanism to enable OSEP to obtain timely feedback on current and emerging trends related to issues and practices in providing a free appropriate public education to all children with disabilities. The project also provided technical assistance to participating SEAs and LEAs through the communication network.

Title	Contractor and Contract Number	Contract Period and Amount
27. SEA/LEA Technical Assistance Training	**TRISTAR University of North Carolina Chapel Hill, NC 300-79-0661**	**10/1/79 - 9/30/80 $87,000 10/1/80 - 9/30/81 $73,937**

Description: In response to needs identified by SEAs and LEAs for information in specific areas of implementation of P.L. 94-142, OSEP funded TRISTAR (a cooperative organization of the North Carolina Department of Public Instruction, the University of North Carolina, and the Wake County Public Schools) in FY 80 and FY 81. During its first year, TRISTAR conducted two conferences for SEAs, LEAs, and the Regional Resource Centers on problems and successful practices in the following areas: child count, child find, individualized education programs, and interagency cooperation. The contractor then provided follow-up technical assistance to participants who requested it. In its second year, TRISTAR focused on providing information to educational agencies on how to reduce adversarial relationships between parents and schools. Technical assistance materials were developed by the project, other resources were identified, and a national topical conference was conducted in June 1980.

Title	Contractor and Contract Number	Contract Period and Amount
28. Verification of Procedures to Serve Handicapped Children	**Applied Management Sciences (AMS) Silver Spring, MD 300-79-0702**	**10/1/79 - 8/31/80 $97,939 9/1/80 - 8/31/81 $70,000**

Description: This study had two parts: an assessment component and a secondary school component. The assessment component investigated three processes that influence the timeliness with which a school system conducts evaluations for students who have been identified as potentially having disabilities: referral/screening, case coordination, and quality control. This component of the study was conducted in the school districts of three cities of moderate size. A total of 94 personnel involved with the evaluation process participated in the study. The secondary school component was conducted in two phases. The first phase examined the class schedules of 458 students with disabilities in 11 public high schools in two States. Data were collected concerning the number of students with disabilities that received services, the type of coursework taken, the extent to which students received services in integrated settings, and the extent to which they received services comparable to those of students without disabilities. In this phase, AMS identified and documented promising strategies for serving secondary students with disabilities. Strategies were grouped into the following topics: personnel utilization, special education curriculum development, internal special education strategies, regular education teacher preparation/support, special education student preparation/support, and vocational options.

Title	Contractor and Contract Number	Contract Period and Amount
29. Special Study on Terminology	**SRA Technologies Mountain View, CA 300-84-0144**	**5/21/84 - 2/21/85 $209,670**

Description: This nine-month study was undertaken to respond to the data requirements of Section 17 of P.L. 98-199 for a "Special Study on Terminology." The purpose of the contract was to conduct a review and assessment of the impact of the terms "serious emotional disturbance" (SED) and "behavioral disorder" (BD), and their definitions on several service issues: (1) the number and type of children and youth currently being served (and anticipated to be served) in special and regular education programs; (2) identification, assessment, special education, and related services provided and the availability of such services; (3) settings in which special education and related services are provided; (4) attitudes of and relationships among parents, professionals, and children and youth; and (5) training of professional personnel providing special education services. The study also provided examples of SED children who were effectively and ineffectively served.

Title	Contractor and Contract Number	Contract Period and Amount
30. Longitudinal Study on a Sample of Handicapped Students	**SRI International** **Menlo Park, CA** **300-84-0258** **Design**	**9/27/84 - 9/27/85** **$285,409** **4/10/85 - 4/30/86** **$212,103** **6/3/85 - 4/30/86** **$ 48,051** **5/1/86 - 7/28/86** **$100,000** **7/29/86 - 10/15/86** **$ 71,526**
	300-87-0054 **Implementation**	**4/22/87 - 4/30/90** **$2,963,602** **5/1/90 - 4/21/92** **$2,129,845** **5/1/92 - 4/30/93** **$388,069**

Description: This contract was developed in response to the 1983 Amendments to EHA, now IDEA, which stipulates that a longitudinal study of a sample of secondary special education students be conducted to examine their occupational, educational, and independent living status after leaving secondary school. Due to the magnitude and importance of the proposed five-year longitudinal study, a design contract was awarded to develop a study design, sampling plan, and study instrumentation. The implementation contract includes data collection, analysis, and report development. In 1987, data were collected for the first time on a nationally representative sample of more than 8,000 youth with disabilities. Data were collected again on these same youth in 1990. Analyses are examining outcomes and related factors.

Title	Contractor and Contract Number	Contract Period and Amount
31. Survey of Expenditures for Special Education and Related Services at State and Local Levels	**Decision Resources Corporation Washington, D.C. 300-84-0257**	**9/30/84 - 9/29/85 $505,309 9/30/85 - 9/29/86 $506,465 9/30/86 - 9/29/87 $722,614 9/30/87 - 3/31/88 $167,341 4/01/88 - 2/28/89 $ 65,921**
		Total: $1,967,650

Description: This congressionally-mandated study was designed to provide OSEP with detailed expenditure data and to provide SEAs and LEAs with precise special education expenditure data with which to conduct program planning and budgeting activities. Data were collected on site from approximately 60 LEAs in 18 States. Using a resource-cost approach, data were collected to estimate expenditures for special education instructional programs and services, and by disabilities and age grouping. Analyses focused on national expenditure estimates, service descriptions, and how Federal funds are used.

32. Technical Assistance to State Educational Agencies Participating in the State Educational Agency/Federal Evaluation Studies Program	**Research Management Corporation Fall Church, VA 300-85-0098**	**4/30/85 - 5/30/87 $313,924**

Description: Section 618(d)(3) of P.L. 99-457 authorizes the provision of technical assistance to State agencies in the implementation of the design, analysis, and reporting procedures of studies funded by the State Agency/Federal Evaluation Studies Program. A 25-month contract was awarded to Research Management Corporation to provide technical assistance to State educational agencies participating in the program. Based upon the contractor's needs assessment of each project's study proposal, State educational agencies were offered consultation, critical analysis of reports, information search, on-site technical assistance, and participation in a series of invitational forums. Topics ranged from broad issues of research methodology, (for example, quasi-experimentation, sampling, instrumentation, and case study research) to specific issues of participatory testing, survey methodology, questionnaire development, and rating scales. The final forum focused on the dissemination and utilization of study results that emanated from the 21 projects funded in 1984 and 1985. A synthesis report was prepared on the six 1984 studies that evaluated the impact and effectiveness of educational services for children with learning disabilities served within the regular education environment.

Title	Contractor and Contract Number	Contract Period and Amount
33. A Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities	**Mathematica Policy Research Princeton, NJ 300-85-0190**	**9/1/85 - 5/31/86 $331,189 6/1/86 - 2/28/87 $529,246 3/1/87 - 11/30/87 $283,564 12/1/87 - 8/31/88 $182,025 9/1/88 - 2/28/89 $ 79,971**
		Total: $1,405,995

Description: This project provided previously unavailable data on (1) the characteristics of the populations served in State, private, and LEA-operated day and residential schools operated exclusively or primarily for persons with disabilities, (2) the characteristics of the instructional programs offered to persons age 21 or younger in these facilities, and (3) the changes that have occurred in the number and characteristics of these facilities since the Office of Civil Rights *Survey of Special Purpose Facilities* was conducted in 1978-79. The findings of this study were summarized in chapter 3 of the 1991 *Annual Report to Congress*.

APPENDIX E

SUMMARIES OF STATE AGENCY/FEDERAL EVALUATION STUDIES PROGRAM

A STUDY OF STUDENTS WHO HAVE EXITED SPECIAL EDUCATION IN KENTUCKY

Kentucky Department of Education, FY 1988

The Kentucky Department of Education, Office of Education for Exceptional Children, in collaboration with the University of Kentucky Survey Research Center, conducted a follow-up study of students who were enrolled in special education in Kentucky in 1982-83 to examine the relationship between secondary school experiences and post-school outcomes. Specifically, the study responded to the following questions:

1. What effect does placement in a special education program have on postsecondary outcomes for students with different disabilities?

2. What effect does participation in vocational education have on postsecondary outcomes of special education students?

3. What effect does community referenced instruction have on postsecondary outcomes of special education students?

The postsecondary outcomes that were examined included employment, marriage, socialization, group membership, possession of a driver's license, and economic indicators.

Data for the study were collected through review of student records, and telephone interviews with either past students or a surrogate. A multi-stage sample of 21 districts and 1,917 students was developed. Districts were sampled with probability proportional to the size of the disabled student population so larger districts were more likely to be sampled. Within each sampled district, 76 former students were selected from the roster of those receiving secondary special education in 1982-83. In districts with fewer than 76 eligible students, all eligible students were selected. In addition, in the two large metropolitan districts, larger samples of students (434 and 99, respectively) were selected. Students with moderate and severe disabilities were oversampled in order to obtain sufficient information to make comparisons across groups based on severity of disability. Of the 1,917 students sampled, interview responses were obtained for 1,279 students.

The student record review was used to collect data on each student's last known address and telephone number as well as demographic information such as gender, age, race, and disability.

Of the 1,279 respondents, 35 percent were categorized as having a learning disability, 31 percent had mild mental retardation, 29 percent had moderate or severe disabilities, and 5 percent had other mild disabilities. The median age for the group was 22.6 years, with ages ranging from 18 to 27. Sixty-six percent of the respondents reported having graduated from high school.

At the time of the interview, 58 percent of the respondents were employed. This was a somewhat higher figure than obtained in national studies of special education exiters. Of those employed, 81 percent were earning minimum wage or more. Students with learning disabilities were most likely to be employed, 72 percent, while only 36 percent of students classified as having other severe disabilities were employed.

In terms of socialization, 26 percent of the respondents indicated that they were married; 88 percent engaged in social activities; and 21 percent were members of a group. Mildly disabled students were far more likely than more severely disabled students to have a driver's license, 80 percent for those with learning disabilities and other mild disabilities compared to 27 percent for students categorized as having other severe disabilities.

In terms of financial independence, 28 percent of all respondents said they received financial support from their families. Again, this figure varied by severity of disability with only 17 percent of students with learning disabilities taking such support and 42 percent of students with other severe disabilities receiving family financial assistance.

The study also compared the postsecondary outcomes for those students who participated in vocational education with those who did not. Overall, the employment outcomes of students who participated in vocational education were slightly better than for those students who did not. Interestingly, the data suggest that students with more severe disabilities benefit more from vocational education in terms of post-school employment than students with milder disabilities. For those respondents characterized as having other severe disabilities, 51 percent who took vocational education classes in school were employed at the time of the survey compared to 27 percent of those who did not participate in vocational education.

The data also indicate that students who worked either during the school year or during the summer were more likely to be employed full-time at the time of the follow-up and were less likely to receive family financial support. However, it is impossible to determine if this difference is due to the skills acquired during school employment, or spurious student characteristics.

The authors identified several other analyses of the data that merit attention:

(1) compare postsecondary outcomes for students who dropped out versus those who completed school;

(2) compare outcomes for students from different sized communities;

(3) compare outcomes for students with mild disabilities to those without disabilities;

(4) analyze the relationship between related services and post-school outcomes;

(5) analyze outcomes for students based on length of time out of school;

(6) examine the types of services and training received after leaving school and reasons for not accessing such services; and

(7) examine the independent banking/financial management skills of students across disabilities.

A FOLLOW-ALONG STUDY OF SPECIAL EDUCATION STUDENTS WHO HAVE EXITED SECONDARY PROGRAMS IN PRINCE GEORGE'S COUNTY, MARYLAND

Maryland Department of Education, FY 1988

This study was designed to document post-school outcomes for students with disabilities who exited from Prince George's County Public Schools in 1987-88. Data on post-school status were collected primarily through telephone interviews with graduates or their parents; school records were reviewed to obtain data on student characteristics. In-person interviews of dropouts, surveys of non-respondents, and a survey of employers were also conducted. In order to track changes in post-school status, graduates were interviewed at two points in time, shortly after graduation and eight months later. The study examined several different post-school outcomes including employment, self-sufficiency, social adjustment, and access to adult services.

In total, 200 of the 405 identified graduates participated in the first interview. Of those, 186 participated in the second interview. Each telephone interview lasted about 15-20 minutes. Of the 57 students who dropped out in 1987-88, 13 were interviewed. Of 7 students who dropped out and reenrolled, 5 were interviewed. The interviews of dropouts were conducted in person. School records were reviewed for every respondent. Data collected through the record review included gender, race, years in special education, grade level, attendance, disability, level of service, functional test results, and types of program services.

Findings on Graduates

Data on student outcomes were analyzed to examine differences across service levels I-V (level I indicating students with the most mild disabilities) and changes over time between interview 1 and interview 2. Employment status, access to adult services and postsecondary education, and independent living were among the outcomes of interest.

Employment

The interview data indicate that most students were employed in service, clerical and sales positions. By the second interview, some graduates in levels I-III found jobs working with machinery and in trades. The percentage of students employed at the first interview date ranged from 74 percent for students in levels I-III to 68 percent for students in level IV. Eighty-nine percent of students in level V were either employed or participating in adult service programs. At the time of the second interview, employment percentages had increased to 77 percent for students in levels I-III and 72 percent for students in level IV.

While less than half of the workers in levels I-IV were with the same employer at the second interview as at the first, 70 percent of the level V graduates had the same placement (including both employment and adult services) at both interviews. This may be due to the involvement of level I-III graduates in postsecondary training.

The vast majority of students expressed satisfaction with their jobs. Level I-III graduates earned more money than the other groups, but pay increased between the first and second interviews for 90 percent of the level I-IV workers and for 55 percent of the level V graduates.

Access to Adult Services

Use of adult services declined from interview 1 to interview 2 for graduates in levels I-IV. In most cases, those using adult services received job search assistance, placement, work adjustment, or vocational assessments.

Several interviewers noted that at the end of interviews, students asked them how to access adult services. This may suggest that students need additional information about how to access the services available to them.

Access to Postsecondary Education

At interview 2, 57 percent of graduates in levels I-III and 30 percent of graduates in level IV were involved in postsecondary training.

Independent Living

While some students moved away from home between interviews 1 and 2, the vast majority of students continued to live at home (90 percent for levels I-III, 95 percent for level IV).

In addition, while about 60 percent of students in levels I-III reported driving themselves as the most frequent means of transportation, only 30 percent of level IV students and less than 5 percent of level V students drove themselves.

Graduates seemed to be adjusting well socially. Level I-IV students reported being socially active and students in levels I-III indicated that the most satisfying aspects of their jobs were contacts with co-workers.

Findings on Dropouts

Insufficient numbers of dropouts were interviewed in order to draw generalizable conclusions. However, results from the 13 interviews with dropouts and five interviews with students who dropped out and reenrolled are described below.

Reasons for Dropping Out

Nine of the 13 students that dropped out, and all five of the students who dropped out and reenrolled, cited some aspect of the school program or policy as the reason for leaving school. Five dropouts cited disciplinary problems and four were dissatisfied with their particular classes. Only two of the students who dropped out indicated that they definitely would not return to school; the others either responded that they did not know if they would go back or were already planning to reenroll. All five of the students who dropped out and reenrolled expressed a desire to graduate. Interviews with the three students who reenrolled in the fall of 1988 after dropping out in the preceding year, suggested that their return did not represent a decision to resume the education that had been interrupted; for several, returning to school was an automatic response to the start of the school year.

Employment Status

Ten of the 13 students who dropped out were employed full time, making over $5.00 per hour in service jobs. However, no student had been continuously employed since leaving school. The students were out of school at least one year when interviewed, but the median length of employment was 3.5 months. All but one of the students expressed satisfaction with their current job.

Independent Living

Twelve of the 13 students reported living with family members; over half projected that they would be living on their own within 5 years.

Based on the limited sample of 13 dropouts, the employment and living situations for students with disabilities who dropped out of school did not appear to differ from that of students who graduated from high school.

Discussion

The high levels of employment for graduates and dropouts may, in part, reflect the economy in Prince George's County. In 1988, the unemployment rate in Maryland averaged 4.5 percent and in Prince George's County it averaged 3.9 percent. In addition, employment of graduates was concentrated in service industries, where entry level jobs are plentiful but opportunity for advancement may be limited.

The nature of Prince George's County may also partly explain the large percentage of students living at home. Housing costs in the Washington, D.C. metropolitan area are extremely high. Therefore, even if students have well paying jobs and the inclination to live on their own, housing costs may be prohibitive.

Post-school outcomes did differ for graduates in levels I-III compared to those in level IV. For example, graduates in level IV were employed at lower skilled jobs, were more dependent on family members for transportation, and had more often moved in and out of employment. They were also not involved in postsecondary training at the rate of graduates in levels I-III.

This study found a higher rate of placement in employment or adult services for students with moderate and severe disabilities in level V than many previous studies. This may be due, at least in part, to a federally-funded model demonstration project called PLANS that is sponsored by United Cerebral Palsy. This project provided case managers to level V students as they graduated. Files from the PLANS project indicated that 81 percent of the level V participants in this study were served by a PLANS case manager. A second factor in the high placement rate for level V students may be the fact that vocational coordinators arranged work-study placements for graduating students so many of the students were employed before leaving school.

Recommendations

The authors made several recommendations regarding special education programs and transition services in Prince George's County Public Schools based on the results of the study. First, they suggest that efforts be made to access vocational training and placement for students so they can enter jobs that have more opportunity for advancement. Second, given the apparent success of the PLANS project in placing level V students, more case manager type services should be provided to level V students and perhaps to level IV students as well. Finally, the authors recommend that more intensive efforts be made to retain students who drop out and re-enroll. Extensive academic and social support may be required in order to assist these students in graduating.

SHARED RESPONSIBILITY IN EDUCATIONAL SERVICE DELIVERY TO MILDLY HANDICAPPED AND OTHER LOW ACHIEVING STUDENTS

Minnesota State Department of Education, FY 1988

The Minnesota State Department of Education examined issues of overlap in special and regular education in terms of the appropriate and current roles of staff, and current and ideal service delivery models. To examine the attitudes of Minnesota's administrators, and special and regular education teachers on staffing and service delivery in educating students with mild disabilities and low achieving students, the Minnesota Department of Education conducted a two-phased study.

The first phase consisted of qualitative interviews with administrators and educators in a non-representative sample of sites. This phase was primarily designed to help generate hypotheses to be tested in the second phase.

In the second phase, a multistage sample of special education administrative units, elementary schools, and teachers resulted in responses from 46 special education administrators, 47 school principals, 81 special education teachers, and 142 regular education teachers regarding current and ideal staff roles and organizational structures for teaching low achieving students.

The study focused on attitudes and beliefs of staff members; it did not attempt to document actual practices. Attitudes and beliefs, like practices, can change over time. Therefore, the results of the study must be interpreted as reflecting the beliefs of regular and special education staff in Minnesota at the time the data were collected.

The study addressed the following questions.

Phase 1

- What are teachers' and principals' beliefs and attitudes regarding child development, ability to learn, learning difficulties, and potential for remediation?
- What are teachers' and principals' beliefs regarding the roles and responsibilities of various parties?
- What services are provided to students with mild disabilities and low achieving students by regular and special education teachers?

- What are the significant building structure, organization and climate features that may impact the degree of shared responsibility for students who are low achievers and have mild disabilities?

Phase 2

- What are the perceived existing and ideal instructional responsibilities for regular and special education teachers and other school personnel in the education of students who have either mild disabilities or are low achievers?
- What are staff attitudes and beliefs regarding organizational and structural features that impact the education of students who have mild disabilities or are low achievers?
- What opinions do educators hold regarding staff attributes that impact the education of students who have either mild disabilities or are low achievers?

The study found that there were significant differences in the perceived responsibilities and roles of Minnesota's regular and special educators in teaching students with mild disabilities and low achievers, as well as differences among teachers and administrators regarding support for mainstreaming of students with mild disabilities.

In terms of staff responsibilities, in general, each respondent group tended to see itself as slightly more involved in assisting students with mild disabilities and who were low achievers than did the other groups. For example, while 40 percent of school principals felt they were presently responsible for developing teaching strategies for students who were low achievers, less than 20 percent of all respondents felt that principals played a role in this area.

Through answers to several different sets of questions, the authors concluded that the respondents believe the abilities of those who have mild disabilities and those who are low achievers differ and that the skills required to work with these two types of students differ. For instance, in a group of items on student abilities, the majority of respondents in each group felt low achievers could function on grade level with appropriate assistance. However, slightly less than one-half of all respondents felt students with mild disabilities could achieve grade level performance. When asked whether regular education teachers possessed the skills necessary to deal with the academic problems of low achievers, the majority of respondents in each group agreed that regular classroom teachers were successful in teaching these students, but slightly less felt that regular education teachers possessed the skills to teach those with mild disabilities.

Several differences appeared between teachers and administrators in description of the ideal structure of service delivery. Special education administrators were more uniformly supportive of full mainstreaming of students with mild disabilities and those who were low achievers than were special or regular education teachers. In addition, the majority of special education administrators and principals favored team teaching. However, the majority of both special education teachers and regular classroom teachers felt that teaming should be optional, rather than mandated.

The authors of the study highlight certain areas of concern arising from study findings. Because students with mild disabilities spend the majority of their school day in regular education classrooms and given the move toward more integrated educational placements for students with disabilities, one would hope that regular classroom teachers have appropriate expectations for students with mild disabilities and are effective in instructing these students. However, while most principals responding to the survey felt regular education teachers could effectively teach those with mild disabilities, less than half of respondents in each of the other three groups were in agreement with principals on this point. In addition, when asked whether they agreed with the statements that regular and special education teachers have low expectations for students with mild disabilities, the majority of respondents in each group felt this was true for regular classroom teachers but not true for special education teachers. These differences in the perceived skills and attitudes of regular and special education teachers may be cause for concern in the education of students with mild disabilities.

These concerns may be heightened by the fact that team teaching, one approach to assisting regular classroom teachers to work effectively with students with mild disabilities, is not as welcomed by teachers as by administrators. In agreement with perceived skills and roles of special and regular education teachers, full mainstreaming of students with mild disabilities was more consistently supported by administrators than by teachers.

A STUDY OF THE RELATIONSHIPS THAT EXIST AMONG SPECIAL EDUCATION STUDENT OUTCOMES AND THE RELATIONSHIPS BETWEEN SCHOOL SUSPENSION RATES AND PROGRAM EFFECTIVENESS: FEASIBILITY STUDY REPORT

New Hampshire State Department of Education, FY 1989

The Bureau of Special Education Services in New Hampshire conducted a feasibility study to further develop State and local capacities to evaluate the outcomes of special education services. The study was designed to examine methodological issues associated with conducting studies of student outcomes. The study objectives were:

(1) To conduct a pilot study to determine for high school special education students: (a) absence, suspension, withdrawal rates, and grade performance; (b) whether absence, suspension, and withdrawal rates for students with learning disabilities and emotional disturbance differ; (c) grade performance by subject and disability; (d) relationships between outcome variables; and (e) relationships at the school level between suspension rates and teacher perceptions of special education program delivery.

(2) To verify: (a) the utility and validity of the methods used in collecting data; (b) the utility of resulting databases for conducting descriptive and relational studies; (c) the time and cost associated with obtaining data on program effectiveness; and (d) the feasibility of maintaining an ongoing database for future studies.

(3) To utilize the results of the pilot study to refine and formulate additional research hypotheses for future studies of special education program effectiveness in New Hampshire.

Methods

The pilot study was conducted in 20 public high schools that previously volunteered to participate in the New Hampshire Special Education Program Improvement Partnership. The Partnership was designed to give local school districts and the State a systematic means of monitoring and evaluating the progress of special education programs and use these data for program improvement. Comparisons between participating districts (20) and non-participating districts (52) showed no significant differences.

Data for the pilot study were collected from existing school records for all special education students in the participating schools for the academic year 1988-89. Student level data included: absences, withdrawals, suspensions, and grades. In addition, descriptive information on grade level, gender, and type of disability was collected for students with disabilities. School level aggregate data for nondisabled students were collected on absences, enrollment, withdrawal, and suspensions. Special education teachers also completed a self-administered survey related to program effectiveness. Regular education teachers in participating schools had previously completed the survey of program effectiveness as part of their participation in the Partnership; these data were used in later analyses.

In order to determine the time requirements of accessing student outcome data, each data collector maintained a log of the amount of time needed to complete the data collection process in each school for each student outcome area. Prior to the on-site student record review, data were collected on each participating school's record-keeping practices.

Findings: Objective 1

Absences

The pilot study found that the absence rate in 1988-89 for special education students in participating schools was 9.4 percent compared to 7.5 percent for the State as a whole. The rate for nondisabled students in participating schools was 11.3 percent. Among special education students, no significant differences were found for gender, grade level, educational setting, region, urbanicity, or type of disability.

Suspensions

In terms of suspension rates, the study found that in participating schools, 28 percent of students with disabilities were suspended at least once in the year. Females had significantly higher suspension rates than males (31 percent vs. 22 percent); more mainstreamed students were more likely to be suspended (29 percent vs. 21 percent); and students with disabilities in non-urban setting were more likely to be suspended than their urban peers (31 percent vs. 22 percent). Fewer regular education students (14 percent) in participating schools were suspended compared to special education students (28 percent).

Drop Out Rates

The 1988-89 dropout rate for participating students with disabilities was 8 percent compared to 5.5 percent for participating nondisabled students. Mainstreamed students with emotional handicaps dropped out at the highest rate of all subgroups, 14 percent. Students with disabilities in urban settings had significantly higher dropout rates than those in non-urban settings (10 percent vs. 6 percent).

Grades

The pilot study found that a high proportion of mainstreamed students with learning disabilities received at least one D or F in one or more subject areas, 65 percent. Male students with learning disabilities were more likely than females to have received a D or F while 10th and 11th graders were more likely than 12th graders to have received a D or F.

An even greater percentage of mainstreamed students with emotional disturbance received at least one D or F, 82 percent. Close to 65 percent received at least one D or F in English and in social studies, and over half in mathematics and science.

Relationships Between Variables

In terms of relationships between outcome variables, the pilot study findings indicated that high school special education students who dropped out were absent more frequently and were more likely to have been suspended than their counterparts who did not drop out. Students with disabilities who dropped out were also more likely than those who did not drop out to have received at least one failing grade.

No relationships were found between school-level special education suspension rates and regular education teachers' mean rating of effectiveness of programs.

Findings: Objective 2

The study demonstrated the utility of New Hampshire's SPEDIS system to provide data on students' primary and secondary disabilities, placement, number of hours per week in each setting, and entry/exit dates. These data may be useful in the future to generate a quantitative measure of mainstreaming.

The feasibility study also demonstrated that the procedures developed through the New Hampshire Special Education Program Improvement Partnership do facilitate the efficient and cost effective collection and compilation of special education outcome data. Data collection across the four outcome variables averaged 15 minutes per student for 1,348 special education students from 20 high schools that varied in their record-keeping practices. Assuming that the data in the student records were accurate (this study did not address that issue), the time requirements for data collection are not excessive either for local monitoring or for statewide studies.

The study indicated that certain practices facilitate rapid data collection. The consistency with which schools maintained grade performance information in cumulative folders and standardization of enrollment, absence, and withdrawal data made data collection more efficient.

Suspension data were the most difficult to collect because records were not maintained in any uniform way. In some schools, the data are maintained indefinitely, while in others, the suspensions are changed to absences, erasing any evidence of a suspension. The researchers found that the most efficient method for maintaining suspension data is by student, not incident, and separate from other data.

The study indicated the need for further refinement of the teacher survey instrument to conceptually discriminate between school effectiveness and program effectiveness. Refinements are also required to increase the response rate for specific items on the teacher survey.

Findings: Objective 3

The feasibility study identified several other research questions that merit attention in future studies.

1. Is the degree to which students who have learning disabilities and emotional disturbance are mainstreamed related to outcomes such as absence, suspension, or dropping out?

   A. Are students who are mainstreamed for a greater number of hours per week absent more frequently?

   B. Are students who are mainstreamed for a greater number of hours per week more likely to be suspended?

   C. Are students who are mainstreamed for a greater number of hours per week more likely to drop out?

2. Is the grade performance of mainstreamed students who have learning disabilities and emotional disturbance related to the degree to which they are mainstreamed?

3. Are course-taking patterns of mainstreamed students who have learning disabilities and emotional disturbance dependent on the degree to which they are mainstreamed?

4. Are absence rates of mainstreamed students with learning disabilities and emotional disturbance related to their regular education teachers' use of instructional practices which are considered indicative of program effectiveness?

5. Are suspension rates of mainstreamed students with learning disabilities and emotional disturbance related to their regular education teachers' perceptions of school climate indicators which are considered indicative of school effectiveness?

6. Are absence or suspension rates of mainstreamed students with learning disabilities and emotional disturbance related to the degree to which their regular education teacher reports positive relationships and support from special education staff?

AN INVESTIGATION OF THE IMPACT OF THREE PROGRAMMATIC RESPONSES TO THE REGULAR EDUCATION INITIATIVE UPON STUDENTS, TEACHERS, AND FINANCE

North Carolina State Department of Education, FY 1988

The North Carolina 1988 study investigated the effects of three programmatic responses to the Regular Education Initiative (REI) on students, teachers, and finance. The Regular Education Initiative is a movement advocating that the general education system assume major, if not total responsibility for all students, including students with disabilities and other students with special educational needs. REI advocates contend that the current system of separate and distinct programs (e.g., special education, compensatory education) for students is fragmented, ineffective, discriminatory, and not cost efficient. REI critics, however, have argued that the REI is based on unproven assumptions (e.g., willingness of regular education teachers to provide services to students with disabilities) and an inadequate research base.

The three REI programmatic responses (or models) tested in the North Carolina study included Peer Tutoring, Learning Center, and Consulting Teacher. The Peer Tutor model involved the training and use of regular education students as both academic and behavioral tutors to students with disabilities, which was implemented in the regular classroom. The Learning Center model involved the provision of special instruction and attention by teachers for students' academic and behavioral needs in the regular classroom. The Consulting Teacher model involved the training of regular classroom teachers in the use of academic and behavioral interventions and development of materials specific to students with special educational needs. A fourth condition (Control model) comprised the provision of transitional "pull-out" special education services. The major purpose of the study was to determine which models (or conditions) produced desired outcomes of achievement and behavior for students, satisfaction among teachers, and lowest cost.

Four elementary schools were randomly selected in each of two randomly selected local school districts for the study. The four models were then randomly assigned to the eight schools. School staff were then trained in the characteristics and implementation of the various models.

Instruments for the study included: the Q-SAT, a measure of school achievement in the areas of writing, reading, arithmetic, facts, and general achievement; a Teacher-Child Rating Scale, a measure of teacher assessment of the child's school behavior; a Teacher Preference to Serve Scale, a measure of teacher preferences to serve children of different disabilities and academic and behavioral problems; and a Teacher Perception of Skills Scale, a measure of the teacher's beliefs about his/her own skills in serving students with varying academic and behavioral attributes. The Teacher Perception of Skills Scale was also used to assess each teacher's perception of other teachers' skills in serving students with varying academic and behavioral attributes and difficulties.

The major finding of the study was that the three Regular Education Initiative models appear to be at least as effective as the traditional pull-out service delivery model. Only the Peer Tutor model was significantly more effective on the academic achievement measure than the

Control model at post-test (after a seven-month model implementation). The Consultation model resulted in significantly higher teacher ratings of behavioral problems of children than the Learning Center model and the Peer Tutor model. In terms of the association of models with pre-referral and referral rates, the Peer Tutor model was associated with a significantly larger rate of pre-referrals. However, the association between pre-referral rates which resulted in actual referrals was highest for the Consultation model, followed by the Control model, the Learning Center model, and the Peer Tutor model.

Teachers' perceptions of their own skills related to academic skill instruction, after model implementation, did not differ across the four models. In terms of teachers' perceptions regarding their skills related to behavior management of students, after model implementation, the Control model teachers perceived themselves as less effective than the Peer Tutor model teachers but more effective than the Consultation and Learning Center model teachers. Among the four models, teachers also did not differ regarding their perceptions of other teachers' skills in academic instruction and behavior management after model implementation. Teacher preferences to serve normally achieving students and those with disabilities did not differ across the four models at post-test. Finance and FTE data also suggested that the REI models do not result in excessive costs.

The major policy implication of this study is that REI models (as implemented in this study) appear to be at least as effective as the traditional "pull-out" model in providing effective educational services to students with disabilities. While the three different REI models were apparently more effective than the control condition on a number of the outcome measures, these differences tended to be small. In addition, no one REI model appeared to be more effective across the outcome measures, but the peer-tutor model did appear to be more effective on the academic achievement measure.

EFFECTS OF PENNSYLVANIA'S INSTRUCTIONAL PROGRAM OPTIONS, SUPPORT SERVICES, AND PROCEDURES USED PRIOR TO REFERRAL FOR SPECIAL EDUCATION

Pennsylvania State Department of Education, FY 1987

The major purpose of the Pennsylvania study was to examine the relationship between school district classification rates of students with mild disabilities identified as having learning disabilities (LD), serious emotional disturbance (SED), and educable mental retardation (EMR) with: (1) the availability of pre-referral services; (2) the degree of use of such services; (3) procedures used by personnel to access pre-referral services; and (4) the perceived effectiveness, by personnel, of the services.

The sample of school districts was comprised of those with particularly low (LCR) and high (HCR) classification rates. LCR districts classified 2 to 4 percent of their students as having disabilities while HCR districts classified between 9 and 15 percent of their students as having disabilities. Eight pairs of school districts, matched on per pupil expenditure and student enrollment, were randomly selected. Ten additional districts were added to ensure that geographical diversity and intermediate school units were well represented.

Data were collected through school personnel completion of a checklist of instructional options and support services, case studies, and structured interviews with school personnel (regular education and special education teachers, principals, and other administrators). The checklists, case studies, and interviews focused on availability, use, and perceived effectiveness of pre-referral procedures, as well as on what happens to students referred but not classified. Data were collected at the elementary, middle school, and high school levels. Instrumentation and data collection procedures were field tested prior to full study implementation.

Analyses of the data collected examined differences between school districts that classify high proportions of their students as having mild disabilities (LD, SED, EMR) and those that classify low proportions of their students as having mild disabilities on a number of variables. Results indicated that neither fiscal (e.g., per pupil expenditures, total expenditures on special programs) nor demographic (e.g., percent black, pupil-teacher ratio) variables explained differential classification rates. Neither was there a difference in teacher sensitivity to students at risk, since teachers in high and low rate districts cited about the same number of problem students per class. However, teachers in LCR districts reported referring many fewer students to special education. Teachers and principals from HCR and LCR districts also did not differ in their reports of the types or availability of instructional program options and support services nor the extent of use of these options and services.

The single variable that did differentiate HCR and LCR districts was the perception of teachers regarding the effectiveness of pre-referral interventions they used with students with mild disabilities. Teachers from LCR districts reported that classroom-based and school-based pre-referral interventions were significantly more likely to be successful than did teachers from HCR districts. These results suggest that LCR teachers are more optimistic about the alternative interventions and procedures to special education referral. It also appears that teachers who are optimistic about the success of pre-referral interventions are much less likely to refer students to special education. Thus, the problem of over-referral and over-classification of students as having mild disabilities appears to be closely tied to teacher attitudes and perceptions about alternatives to special education.

APPENDIX F

ABSTRACTS OF STATE AGENCY/FEDERAL EVALUATION STUDIES PROGRAM

CONNECTICUT STATE DEPARTMENT OF EDUCATION

"Measuring Student Attitudes and Attributes in Special Education Program Evaluation: A Feasibility Study"

Project Director: Douglas Rindone

Cost: Federal Share = $60,000

Agency Share = $65,000

Total = $125,000

Project Period: October 1, 1990 - September 30, 1991

Abstract:

This study is designed to determine the feasibility of measuring student attitudes and attributes as part of a comprehensive State-level special education program evaluation system. More specifically, the project intends to focus on the measurement of variables related to self-concept, self-reliance, motivation, persistence, and interpersonal relations of students with disabilities. While numerous student-level instruments which assess attributes and attitudes are available, it has not been demonstrated whether the measurement of these variables can be conducted on a statewide basis in a cost-effective, practical manner.

The major goals of the project include the: (1) identification and definition of attribute and attitude constructs hypothetically related to outcomes of special education programs; (2) development of a conceptual model specifying the role of these constructs in special education programs and their relationship to academic outcomes; (3) identification of desired attribute and attitude outcomes; and (4) development of recommendations concerning appropriate evaluation questions, measurement strategies, and data collection procedures relevant to these constructs.

Other specific activities and products of the project include recommendations for modifying currently used measures to incorporate themes of social acceptance and academic competence, and expansion of the attribute construct to include quality of life issues.

Appropriate stakeholders at the State and local levels will provide input at all project stages. These stakeholders include policy makers, administrators, teachers, and parents. While numerous student-level instruments which assess attributes and attitudes are available, it has not been demonstrated whether the measurement of these variables can be conducted on a statewide basis in a cost-effective, practical manner.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

"Statewide Evaluation of Academic Outcomes of Educational Programs for Students Receiving Special Education Services: Establishing a Longitudinal Data Base"

Project Director: James P. Wade

Cost: Federal Share = $187,781

Agency Share = $138,084

Total = $325,865

Project Period: December 1, 1990 to December 1, 1992

Abstract:

The Connecticut State Department of Education (CSDE) will conduct a study to validate the use of the Connecticut Mastery Test (CMT) in measuring the academic progress of special education students. For the past three years CSDE has been developing strategies for large scale outcome evaluation of special education programs. Evaluation strategies and technologies have been available for application on a small scale for some time (Cook and Campbell, 1979). The challenge of applying these techniques on a large scale has slowed efforts to address outcome evaluations of special education services on the same level as is currently done in many States, including Connecticut, with statewide competency or mastery testing programs. The CSDE is firmly committed to developing the capability to do large scale outcome evaluation of special education services.

In a prior study (Cooperative Agreement #H159A80010-88 entitled "Plan for Statewide Evaluation of Academic Outcomes of Educational Programs for Students Receiving Special Education Services") CSDE developed a framework for evaluating the academic progress of special education students. The scope of work accomplished in this prior study established the viability of using the CMT for measuring academic performance of special education students who participate in testing. Efforts to establish this revolve around two points. The first of these was comparatively straightforward. It required the CSDE to extend convincingly the general accountability model of large scale statewide testing programs like the CMT specifically for sub-population analyses. Once this was done, the logic of the CMT as an academic outcome indicator for all students could be extended to any sub-group like special education students who take the test.

The second effort requires the CSDE *to validate* the CMT as a reliable academic indicator for any specific sub-group application. This is necessary for two reasons. First, special education test takers may, as a population, perform at points on the test score distribution (lower bound estimates) for which the CMT may be less sensitive from a psychometric perspective. It is necessary to establish the limits of reliability of the CMT, hence its sensitivity for low

performance test profiles. Secondly, the CMT was constructed with reference to theoretical positions about the performance capabilities of test takers. It is necessary for the CSDE to establish that the performance characteristics of the CMT for special education test takers are equivalent with non-special education test takers of equal ability.

Once these two tasks, extending the logic of large scale accountability assessment to special education populations and evaluating the psychometric properties of the CMT for sub-population application, have been accomplished, the CSDE can move forward with confidence in establishing the evaluation template for assessing the progress of special education students through school. As noted above, the CSDE has accomplished a considerable amount of the work described above. The purpose of this project is to continue CSDE's efforts to develop the CMT as an outcome indicator for special education students, in essentially the same manner it is used as an outcome indicator for students without disabilities.

The primary focus of this project will be to establish the usefulness of the CMT as an outcome indicator for special education test takers. Consequently, a substantial amount of the methodology incorporates statistical techniques for validating the CMT for the specific purpose of large scale outcome evaluation. By extension, the validation of the longitudinal decision models for measuring academic progress and rate of learning for special education students also relies heavily upon statistical methodology. These decision strategies, though, must also be logical and meet the expectations of special education practitioners, program developers and administrators. This is fundamentally a political process in which the CSDE agenda for establishing accountability designs for special education services is synchronized with the concerns and needs of local district personnel.

The CMT is given to students in grades 4, 6, and 8; the content of this test covers material students are expected to master at the end of grades 3, 5, and 7. All public school students in Connecticut in grades 4, 6, and 8 are expected to participate in the CMT; this includes students receiving special education services. A special education student may be exempted from participating in the CMT if that student's Planning and Placement Team (PPT) determines that the student should not participate. Consequently, the population for this study includes all students receiving special education services in grades 4, 6, and 8 who participate in the CMT. All special education students who participate in testing will be subjects of the study. The long range goal of the project is to create a permanent longitudinal database for special education test takers; subsetting that database by sampling test takers would complicate and potentially undermine efforts to track cohorts of students through grades 4, 6, and 8.

The analyses designed for this project cover an array of statistical procedures. These include standard descriptive and inferential statistics associated with classical test theory (e.g., item analysis procedures, factor analysis) as well as techniques associated with Item Response Theory (IRT). Analytic strategies also include the use of vertical equating procedures and a Longitudinal Decision Analysis (LDA) to assess academic progress and rate of learning for special education students.

The results of this project will include: (a) a thorough, in-depth analysis of the psychometric properties of the CMT for special education test takers; (b) the validation of two analytic models for assessing academic growth in the context of a longitudinal research design; and (c) the products associated with the standard setting procedures for assessing the rate of academic progress for special education students.

MINNESOTA DEPARTMENT OF EDUCATION

"Linking Costs to Multi-attribute Outcomes in Special Education: Programs for Learners with Severe Handicaps"

Project Director: Robert H. Fischer

Cost: Federal Share = $100,000

Agency Share = $ 66,790

Total = $166,700

Project Period: October 1, 1990 to September 30, 1992

Abstract:

The Minnesota Department of Education is undertaking a study to develop a methodology that can be used to examine the interrelationship between special education costs and service outcomes. The project entails three related parts: (1) the development of a resource components cost accounting framework, (2) the development of a multi-attribute outcome evaluation design, and (3) the use of these two frameworks in evaluating three alternative special education delivery systems (independent school district, intermediate school district, and a rural special education cooperative) for students with low incidence disabilities.

There is a need to evaluate the cost effectiveness of special education programs after a decade of significant change in special education services. In a short period of time, special education has not only experienced changes in the proportions of categories of individuals served, but has additionally been influenced by parental and professional pressures to serve these students in the least restrictive environment, emphasizing integrated educational opportunities. This has resulted in major shifts in service delivery practices, typified by (a) efforts to downscale or eliminate large segregated school facilities, (b) efforts to decentralize intermediate and multi-district center-based programs to serve students in neighborhood schools, (c) substantial reduction in institutional placements of children in favor of educational and community support, and (d) aggressive efforts to maximize the use of regular education classrooms for student placement.

One aspect of the study is to establish a methodology for documenting and accurately reporting special education expenditures for students with low incidence disabilities at the local level in relationship to accurate source usage (or components). In the absence of reliable cost data on special education services, efforts to associate costs with measures of program effectiveness have been problematic.

Multi-attribute evaluation techniques and cost utility analyses are promising methodologies for addressing this need. In this process, multi-attribute outcome evaluation procedures are first used to identify, in broadest possible terms, the multiple outcomes intended by special education

interventions, programs, or particular services. Multi-attribute outcomes are defined by persons knowledgeable in the intended outcomes of special education services (e.g., teachers, school administrators, parents). Then these outcomes are assigned importance values or utility indices, resulting in a prioritized set of outcomes. These utility scores can be combined with costs for each alternative under consideration to derive a cost-utility ratio. The underlying assumption is that efficient decision making requires accurate cost information as well as information on the results, utility, and value of the multiple outcomes.

The Unique Learners Needs Section of the Minnesota Department of Education, in cooperation with the University of Minnesota's Institute on Community Integration, will implement this process in a comprehensive study of select special education services which includes: (a) the design of procedures and a methodology for analyzing and accurately reporting cross-program and inter-district costs for serving students with low incidence disabilities; (b) development of a multi-attribute measurement and evaluation process that gathers quantitative and qualitative criteria and attributes associated with the goals and outcomes of special education; (c) a comprehensive analysis of the relationship between the measured attributes and utility of special education services and their related costs across programs and districts; and (d) dissemination of information to relevant State and national audiences.

The products will include: a comprehensive report outlining the specific procedures and methods used in the cost-analysis and cost-utility analysis of special education programs; a technical report describing the analysis and outcomes from the research program; articles for relevant journals; and presentations of the results of the study at national and State conferences.

NORTH CAROLINA DEPARTMENT OF HUMAN RESOURCES

"The ABILITIES Project: Developing Descriptors for Characterizing Infants and Preschoolers with Handicaps"

Project Director: Patricia Porter

Cost: Federal Share = $181,162

Agency Share = $ 76,041

Total = $257,203

Project Period: October 1, 1990 to June 30, 1992

Abstract:

The North Carolina Department of Human Resources will conduct a series of studies testing the utility of the ABILITIES Index, a profile designed to describe the functional abilities and limitations of children in nine areas: (A) audition; (B) behavior; (I) intelligence; (L) limbs--hands, arms, and legs; (I) intentional communication; (T) tonicity; (I) integrity of physical status; (E) eyes; and (S) structural status. This functional approach is designed to characterize children along common dimensions of disabilities and abilities, independent of etiological basis and/or manifestations of disabilities.

The definition and classification of young children with disabilities is a persistent problem in early intervention programs. Although systems for classifying children according to specific criteria have been developed, the heterogeneous nature of most disabilities means that considerable variability exists both within and between categories. There is a pressing need for research to develop and evaluate the usefulness of alternative means of characterizing infants and preschoolers with disabilities.

Four types of studies are proposed. *Reliability studies* will assess intra-rater reliability (both short- and long-term), inter-rater reliability (among teachers), the relationship between teacher and parent ratings, and the relationship between teacher and expert rating. *Criterion studies* will examine the relationship between profile ratings and child variables (developmental status and developmental change), programmatic variables (success in a mainstreamed placement), traditional categorical descriptors (e.g., mental retardation, developmental delay), and specific etiologies (e.g., Fetal Alcohol Syndrome). *Consumer validation* studies will document the perceived usefulness of the profile by parents, practicing professionals, and agency personnel. *Descriptive studies* will evaluate the utility of the ABILITIES Index to describe children currently served under North Carolina's early intervention programs.

These studies will provide important information about the utility of an alternate system for characterizing infants and preschoolers with disabilities. Such a system will be useful for a variety of purposes, including placement, intervention planning, accountability, and clarification of the relationship between child characteristics and intervention effectiveness.

ARIZONA STATE DEPARTMENT OF EDUCATION

"Arizona Follow-Along Project"

Project Director: Laura Love

Cost: Federal Share = $174,998

Agency Share = $ 72,038

Total = $247,036

Project Period: November 1, 1991 to October 30, 1993

Abstract:

The Arizona Department of Education intends establishing a system to collect and utilize, at both the State and local levels, student follow-along data to evaluate educational services and post-school outcomes.

The project's first goal is to implement the data collection system and collect data describing the post-school adjustment of school leavers with disabilities. Included in the sample of school-leavers will be completers and dropouts from all disability groups. Data will be collected during the last year of high school and during the first year following school. The data, collected by computer-assisted telephone interviews with students and parents, will address a range of issues: student and family characteristics, school services needed and received, school achievement, quality of life while in school, post-school services needed and received, and quality of life out of school. Data will also be collected from the student's primary special education teacher through a self-administered questionnaire.

The project's second goal is to implement a system for utilizing follow-along information at the State and local levels to achieve improvements in programs and policies serving students and young adults with disabilities. The project will be providing data to State level planners and needs assessors for use in policy development and program design.

The project's third goal is to provide technical assistance to State and local staff to use the data to examine policies and programs. Included in this goal is the identification of resources to maintain follow-along studies in Arizona once this federally-funded project ends.

COLORADO STATE DEPARTMENT OF EDUCATION

"Effectiveness of Needs Based Programming on Students with Serious Emotional Disturbance"

Project Director: Kay Cessna

Cost: Federal Share = $106,972

Agency Share = $ 77,252

Total = $184,224

Project Period: October 1, 1991 - September 30, 1993

Abstract:

The Colorado State Department of Education (CDE) will evaluate the effectiveness of needs based programming on children with serious emotional disturbance (SED) throughout the State. Needs based programming is a model developed by the CDE for programming for students with SED, and is based upon six general principles:

1. Special education is more a planning process than it is a program.
2. It is more important to identify the needs of children with disabilities than it is to identify specific disabilities.
3. The identification of characteristics of services necessary to meet the needs of the child is what is important, not the development of the characteristics of programs established to service groups of children.
4. If grouping children with disabilities is important, it should be done on the basis of common needs rather than on similarity of disability.
5. Needs are similar by virtue of their intensity or by functioning area rather than by disability.
6. Building-based programs are an essential element of delivery systems.

This general program for children with SED contains six specific elements: environmental management, behavior management, academics, career/life skills/transitions, affective education and counseling. Over the past decade, CDE has assisted local administrative units in the implementation of the needs based model. Nevertheless, recent monitoring data indicates that despite these efforts, outcomes for students with SED continue to be weak and problematic.

Instead of looking for a new approach, CDE has proposed to examine why the current model has not produced the desired student outcomes. The project will be comprised of three related studies, each of which addresses a separate research question. Data will be collected by observation, interviews, and document and literature reviews. This data will then be used to calculate a draft implementation score. Using this score, Study 1 will assess how well the needs based programming model has been implemented for children with SED. Study 2 will assess whether programs with a high implementation score produce superior outcomes for children with SED when compared to those with low implementation scores. Study 3 will examine the effect of the addition of functional outcome analysis and instructional themes on the programming for children with SED.

The project will explore the additional factors of training, monitoring, and delivery models that might affect the fidelity of implementation of good practices. Interactions between administrative unit organizations, presenting problem behaviors, and integration of services will also be investigated.

Data will be collected from a sample of programs that represents approximately 5 percent (450) of the students with SED in Colorado. The sample will reflect all program types available throughout the State as well as the different types of problems exhibited by the children and youth who are currently being served.

COLORADO STATE DEPARTMENT OF EDUCATION

"Feasibility Study: Effectiveness Indicators of Collaborative Efforts in Special-General Education Co-Teaching Situations"

Project Director: Lois Adams

Cost: Federal Share = $49,504
Agency Share = $31,792
Total = $81,296

Project Period: December 15, 1991 to June 14, 1993

Abstract:

Collaboration between special education and general education is an important element of educational reform in the Nation and in Colorado. Information from Colorado schools shows that many special education teachers are working together--co-teaching--with general education teachers in the same classroom. There is, however, little information about how collaboration works and how it impacts students and teachers.

The purpose of this feasibility study is to better understand and improve co-teaching. The study's goals are to develop a co-teaching model, and to identify its most important attributes, and to develop a series of evaluation instruments to use with individuals, districts, States, and at the national level. Additionally, the project will provide a basic methodology to use in evaluating other collaborative endeavors such as staffing teams, child study teams, and consultation.

The study's aims are to develop a framework and tools to:

- systematically study collaborative efforts;
- assess how well a particular collaborative relationship (co-teaching) is working;
- provide feedback to people in collaborative relationships to improve their performance; and
- assess the effect of co-teaching on students with disabilities.

A four-phase research method will be used: developing a conceptual framework and designing of initial instrumentation; collecting data on important aspects associated with co-teaching; developing instruments, collecting data and feedback from participants, analyzing the data, and writing reports; and field testing and revising instruments, and writing articles for dissemination and internal use.

The following products will be developed:

(1) a model of co-teaching describing its successful elements;

(2) instruments for evaluating these elements;

(3) descriptions of alternative co-teaching arrangements;

(4) recommendations for SEA and LEA audiences about establishing and maintaining co-teaching relationships; and

(5) methods and tools to conduct large scale studies of the effect of co-teaching on students with disabilities.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

"Assessment of Attitudes and Attributes for Special Education Students in Connecticut: Instrument Development: A Feasibility Study"

Project Directors: Peter Behuniak and Thomas Gillung

Cost: Federal Share = $ 72,000

Agency Share = $115,453

Total = $187,453

Project Period: October 1, 1991 to September 30, 1992

Abstract:

The Connecticut State Department of Education has undertaken the development and implementation of a statewide evaluation of special education services. One component of this evaluation is the assessment of student attitudes and attributes. Under an earlier cooperative agreement, a steering committee of special educators identified the attitudes and attributes to be assessed, and developed guidelines for their assessment.

This project's goal is to develop, and then test, an assessment instrument using the steering committee's guidelines. An assessment will also be made of its validity and reliability.

A Likert type scale will be developed to assess student attitudes on four constructs:

(1) academic competence;

(2) social competence;

(3) social integration; and

(4) shared decision making.

Researchers will explore the extent to which these constructs can be operationalized in a survey format. This will require an analysis of the items on each scale, and an assessment of the interrelationships among the scales. The goal of the instrument is to successfully identify/assess critical attitudes while using the least number of items and/or scales, thereby reducing burden on respondents and costs of statewide implementation.

MICHIGAN STATE DEPARTMENT OF EDUCATION

"A Utilization-Focused Evaluation of the Resources and Barriers to Implementation of Public Law 99-457, Part H in Michigan"

Project Director: Jacquelyn Thompson

Cost: Federal Share = $164,099.00

Agency Share = $ 93,757.50

Total = $257,856.50

Project Period: January 1, 1992 - December 31, 1993

Abstract:

The Michigan Department of Education, Early Childhood Education and Parenting Office, in conjunction with the Merrill-Palmer Institute of Wayne State University, will evaluate the barriers to full implementation of Part H of the Individuals with Disabilities Education Act in Michigan and recommend alternative strategies for overcoming these barriers. As a birth entitlement State, Michigan may not face the same type or level of barriers to implementing Part H as do States without a pre-existing network of services. However, since the emphasis on family-centered intervention and interagency collaboration represents a dramatic change in orientation from how service delivery for early intervention was previously carried out in the State, Michigan has faced and continues to face somewhat different issues in attempting to effect a major shift in perspective in an already existing system of service delivery.

Three central questions will be addressed in the study: (1) What are the barriers to the implementation of an optimal system of early intervention services in the State of Michigan? (2) What options or alternatives exist for overcoming these barriers? (3) Which strategies would be most effective for implementing these options or alternatives?

The evaluation will take a utilization-focused approach that actively involves "stakeholder" groups comprised of local and State government personnel, local service providers, and parents. The project will occur in four phases, sequentially building on outcomes from the earlier phases. In Phase 1, a core user advisory group of State and local policy makers and service providers will be convened to refine the evaluation strategy and assist in the design of a mail survey. Phase II, will involve distribution of this survey, which will collect information from involved professionals and parents from intermediate school districts and associated Local Interagency Coordinating Councils (LICCs) on views of availability of resources and perceptions of barriers to optimal service delivery. In Phase III, several different and smaller stakeholder groups will meet to focus on specific barriers and identify possible solutions. The fourth or final phase of the evaluation will involve members of the original core advisory group meeting with the State policy makers to devise methods for overcoming barriers and making maximal use of resources.

The project is designed to provide policy makers, service providers, and parents of children with disabilities, with information needed to make programs more effective. It will document the obstacles to effective interdisciplinary activity and evaluate their impact on service systems and on children and families. It will also identify areas of congruence and incongruence in different group's perceptions of barriers to service delivery. This information will be used in devising practical strategies for addressing these barriers and making maximal uses of resources at both the local and State levels.

MICHIGAN DEPARTMENT OF EDUCATION

"Using Exit Performance Assessments to Follow Along Students and Improve Programs"

Project Director: Lucian Parshall

Cost: Federal Share = $198,048

Agency Share = $153,550

Total = $351,598

Project Period: December 1, 1991 to November 30, 1993

Abstract:

The goal of the Michigan project is to develop a functionally based outcomes curriculum for students in special education. Through a process of consensus building involving teachers, administrators, representatives from adult service agencies, consumers groups, and other organizations, outcomes are being defined for students across 12 disabilities. Currently, they have been defined for vision, hearing, severe mental impairment, emotional impairment, educable mental impairment, speech and language impairment, learning disability, and autism. The remaining five categories are still in process.

This project is part of a seven year effort to improve Michigan's special education services and to demonstrate their unique benefits to students with disabilities through outcomes-based education. This is a cooperative effort between the Michigan Department of Education, Special Education Services (SES), and the Center for Quality Special Education. The main goal is to extend outcomes-based approaches to the delivery of special education services across the State. To carry this out, three sub-goals have been identified:

1. to use outcome measures of student performance and to validate program improvement;
2. to develop a statewide "Report Card" on outcomes across four educational levels and five disability areas; and
3. to evaluate the extent to which the Outcomes Guides and Assessment Strategies have been implemented statewide.

For the first goal, data will be collected on how the programs and IEPs of 226 students with learning and emotional disabilities, who completed exit assessments, were modified. Variables to be examined include annual IEP goals and objectives, programs and services noted on IEPs, placement options and decisions, student performance data, and post school adjustment.

For the second goal, the progress of students at the early elementary, late elementary, middle school, and high school levels will be reported. This report will focus on children with emotional, cognitive, speech and language, visual, and hearing disabilities. The performance checklists previously developed will be used to collect this data.

For the third goal, 3,000 Michigan teachers who received outcomes training will be surveyed to determine its effect and to identify areas where further training and support may be needed.

OREGON STATE DEPARTMENT OF EDUCATION

"Evaluation of State Supported Education Plan and Local Systems Change: A Feasibility Study"

Project Director: Patricia Jackson

Cost: Federal Share = $ 68,262

Agency Share = $ 39,587

Total = $107,849

Project Period: October 1, 1991 - September 30, 1992

Abstract:

The Oregon Comprehensive Program Plan for Supported Education requires that local educational agencies (LEAs) support the full integration of students with disabilities in general education. As part of the plan, ODE is required to systematically evaluate the success of school integration. The proposed feasibility study will pilot-test an evaluation of the ODE's Comprehensive Program Plan for Supported Education. It will assist the ODE to describe and analyze the plan's effect on LEA policy, service delivery systems, participant attitudes and student outcomes. The study will also assist participating LEAs to identify barriers to supported education and to develop strategies to overcome these barriers.

The Pilot study will be conducted in two school districts, each one at a different stage in implementing the plan. Participating in the study will be students with and without disabilities, the superintendent, the special education director, the special education coordinator, building principals, general and special education teachers, related services personnel, and parents. A number of different evaluation instruments will be revised and validated during the study.

A report will be written at the end of the study describing the findings and discussing the feasibility of a full evaluation of the Comprehensive Plan. The feasibility statement will discuss sampling methodology; appropriateness of the instruments and strategies used to collect and analyze data; the cost and political feasibility of a broader study; and a statement about its usefulness to the ODE, and to school districts.

UTAH STATE OFFICE OF EDUCATION

"Pre-referral Impact: Process and Intervention Evaluation"

Project Director: Kenton Reavis

Cost: Federal Share = $163,773

Agency Share = $100,385

Total = $264,158

Project Period: October 1, 1991 to March 31, 1993

Abstract:

The Utah State Office of Education and the Center for Persons with Disabilities at the Utah State University will evaluate the implementation and impact of the State mandated pre-referral system. This study builds upon another recently completed study, funded by OSEP under the State Agency/Federal Evaluations Studies (SAFES) Program. This earlier study examined the impact of mandated pre-referral on the number and proportion of students referred to and/or placed in special education. This current study will evaluate both the implementation and impact of this pre-referral mandate by examining how regular education teachers use the process.

Information will be collected from a number of elementary school teachers in regular education on the availability of in-service training, their use of pre-referral procedures, and their perceptions of the pre-referral intervention process. Also, to examine how this process affects student placement, data will be collected on use of pre-referral procedures with hard to teach students, some of whom were referred for special education evaluation, and others of whom were not.

The study is being conducted to determine if the:

1. Characteristics of a student and/or the severity of his/her problems influences placement following the pre-referral intervention process.
2. Degree of a student's and/or parent's participation in the process is associated with a student's placement following the pre-referral intervention process.
3. Degree of assistance received by the regular education teacher from other school or outside personnel is associated with a student's placement following the pre-referral intervention process.

4. Type(s) of interventions used and/or the appropriate implementation of these interventions is associated with a student's placement following the pre-referral intervention process.

5. Availability of in-service training in pre-referral intervention is associated with a student's placement following the pre-referral intervention process.

6. Teacher's perception of the effectiveness of the pre-referral intervention process is associated with a student's placement following the pre-referral intervention process.

The information collected will be used to (1) clarify and refine the State referral mandate, (2) develop preservice and in-service training programs, and (3) improve the ability of teachers to resolve student problems in the regular education system.

VIRGINIA STATE DEPARTMENT OF EDUCATION

"Special Education Program Standards Study of Class Size and Combining Students with Various Disabilities"

Project Director: Patricia Abrams

Cost: Federal Share = $172,415

Agency Share = $115,093

Total = $287,508

Project Period: December 1, 1991 to August 31, 1993

Abstract:

This study is a cooperative effort between the Virginia Department of Education and the Virginia Tech Institute for the Study of Exceptionalities. It is an evaluation of the effect on administrators, teachers, support personnel, and students with disabilities and their parents, of deviations from the Virginia Special Education Program Standards for class size, and mix (variations in the number and type of children with disabilities).

The study seeks to describe and analyze (1) variations in how the standard is being applied; and (2) how these variations affect teacher activities, IEP content, student outcomes, and stakeholder perceptions.

The study has two phases. During the first phase, information will be collected from six sites using observation, document reviews, and interviews. Of the six sites selected, three will be implementing the standards, and three will be using variations. In Phase 2, data from Phase 1 will be validated and the study expanded to a multi-source, statewide survey. Additionally, focus groups and stakeholders' meetings will be held to integrate the information gathered during Phases 1 and 2 and to recommend ways to use the findings.

In Phase 2 the study will be expanded to a multi-source statewide survey the purpose of which is to confirm and extend the findings of Phase 1.

One important aspect of the study is the early and continued involvement of the stakeholders to ensure the validity and usefulness of the information gathered. Stakeholders include, representatives from the Virginia State Advisory Committee, the State Council of Special Education Administrators, school board members, superintendents, principals, special and regular education teachers, parents, and students.

APPENDIX G

SPECIAL POPULATIONS

MIGRANT STUDENTS WITH DISABILITIES[1]

Three distinct migrant worker streams, originating in three separate States, exist in the United States. These are the Eastern Stream of Hispanics, Haitians, and whites from Florida; the Central Stream of Hispanics and blacks from Texas; and the Western Stream of Hispanics and Western Pacific immigrants from California (Lawless, 1986). Migrant families tend to live in the three sending States from November to April, then move to find work during the remainder of the year. As defined by the U.S. Department of Education and published in the Federal Register (April 13, 1980),

> a "currently migratory child means a child whose parent or guardian is a migratory agricultural worker or a migratory fisher; and who has moved within the past 12 months from one school district to another ... to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. ... Formerly migratory child means a child who was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child."

For the 1990 calendar year, the Migrant Student Record Transfer System (MSRTS) reported that 433,628 full-time-equivalent students were served under the Federal Chapter 1 Migrant Education Program (IMEC, 1987). State-reported data indicate that half of the Chapter 1 Migrant Education Program participants are formerly migrant (Henderson, et al., 1990).

Migrant students are frequently language minority-limited English proficient (LM-LEP), have cultural values different from those of the majority culture, are residents of rural areas, and live in poverty. In 1987-88, 75 percent of migrant students were Hispanic, 12 percent were white, 4 percent were black, 2 percent were Native Americans, and 4 percent were Asians. For 3 percent of the students, no ethnic background information was available (Henderson et al., 1990). Their families are likely to have economic, health, dental, and housing needs (IMEC, 1986). Mobility, however, compounds the impact of these factors on children's education, making continuity of educational services very difficult. Families may move several times during a school year as adults search for employment, resulting in irregular school attendance; students may work in the fields to help support their families (Serrano, 1980).

Migrant children are also exposed to the dangers of pesticides. While the effects of chronic exposure to pesticides are not clearly understood, among the suspected results are behavioral and psychological disabilities. Contact with pesticides can be devastating during pregnancy and child care periods.

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[1] The information presented in this section is based on data collected in 1988; where available, updated information has been included.

> Because of changes in a pregnant woman's lung function, she is more susceptible to pesticide poisoning. Exposure to pesticides during pregnancy has been linked to both higher than normal rates of fetal limb defects and Down's Syndrome. Since some chemicals are secreted in human milk, the infant continues to be affected when the mother nurses her baby. Pesticides also may decrease the amount of milk a woman can produce (Rural Health Care Association, in The Interstate Migrant Education Council, 1988).

As movement from district to district and State to State occurs, diverse education laws, regulations, policies, programs and standards are encountered, resulting in greater disruption of the educational process. As a result, migrant students frequently lag behind their peers in educational achievement and are more likely to drop out than their non-migrant peers (IMEC, 1987). One estimate is that approximately 80 percent of migrant adolescents drop out of school because they cannot meet graduation credit or course requirements (Martinage, 1986). In addition, data suggest that lower achieving migrant students are more mobile than higher achieving migrant students (Chin, 1984; Interstate Migrant Education Council, 1985; New York State Department of Education, 1968; Plato, 1984, in Joyce, 1989).

PROGRAMS FOR MIGRANT STUDENTS

Migrant children, both those with and without disabilities, may participate in the ESEA Chapter 1 Migrant Education Program, the High School Equivalency Program, the College Assistance Migrant Program, and the Handicapped Migratory Agricultural and Seasonal Farmworkers Vocational Rehabilitation Service Program.

The ESEA Chapter 1 Migrant Education Program provides compensatory education plus health, nutritional, and other support services. Funds may be employed to improve the education program of migrant children through implementation of bilingual education; hiring teachers, aides, social workers, or counselors to work in such programs; providing cultural, recreational, and library services; training staff in the culture and needs of migrant students; and purchasing educational materials and equipment (Serrano, 1980). The High School Equivalency Program recruits students to finish their education and provides study skills training; instruction in math, reading, writing, and communications; plus counseling and other support services. The College Assistance Migrant Program recruits students for college attendance, provides counseling and other support services as well as supplemental instruction in study skills and basic skills instruction. Finally, the Handicapped Migratory Agricultural and Seasonal Farmworkers Vocational Rehabilitation Service Program provides various rehabilitation services, such as counseling, physical and mental restoration, vocational training, and job placement (Fitzgerald & Hopper, 1985).

In early years, migrant education programs were concentrated at the elementary school level; recently there has been more emphasis on secondary programs, to ensure that students are able to complete diploma programs despite their movement. For example, in New York State the Portable Assisted Study Sequence (PASS) program permits students to gain credit through correspondence courses. In addition, the State supports an Adolescent Outreach Program (AOP) to assist students in transferring credits across schools (Martinage, 1986). Migrant students are frequently served individually by instructional aides, particularly at the elementary school level; at the secondary level, work study, independent study, and correspondence courses are frequently used (IMEC, 1986).

Service levels for preschool migrant children have increased in recent years. However, Migrant Head Start projects still do not serve many eligible children. One study revealed that in 1985, 5.7 percent of the students eligible for Migrant Head Start were served. Of the 28 States with these programs, 2 served over 50 percent of those eligible, and 17 served less than 10 percent of eligible children (East Coast Migrant Head Start Project, 1986).

SPECIAL EDUCATION FOR MIGRANT STUDENTS WITH DISABILITIES

Studies indicate that migrant students are identified as having disabilities less often than the general population and that migrant students may be underserved among students with behavior disorders and communication impairments, and overserved among those with mild mental retardation, and other health impairments. However, these studies have been conducted primarily at the State or local level and may not reflect national trends. Examples of findings from such studies include:

- In California, approximately 8 percent of the school population was served with disabilities, but only 1.4 percent of the migrant school population was served (Bird, 1985).

- Migrant students were slightly underrepresented among Washington's special education students (Duran, 1983).

- In Oregon, approximately 6 percent of migrant students received special education; students participating in the Chapter 1 Migrant Education Program were slightly more likely to qualify for special education than were other Chapter 1 program participants and State compensatory education program participants (Plato, et al., 1986).

- The General Accounting Office reported that in 1981 approximately 6 percent of the migrant students in six school districts were receiving special education (GAO, 1983).

- A recent study found that among migrant students with disabilities in 10 Chapter 1 Migrant Program sites in six States, most migrant students had visible, more severe disabilities rather than mild disabilities (Marks, 1987).

> In Washington, migrant students with disabilities were less frequently identified as having behavioral disorders and communications disorders than the general population; they were more frequently identified as having mild mental retardation and other health impairments (Duran, 1983).

Beginning in 1983, expanded data on students with disabilities were included in the Migrant Student Record Transfer System (MSRTS), providing more detailed information on migrant students with disabilities in at least a sample of States. MSRTS data for 1986-87 were available for only approximately 6,000 migrant students with disabilities. The majority of the students for whom data were reported were being served in Arizona, California, Florida, Oregon, Texas, and Washington. These States account for 78 percent of the students for whom data were available. By 1989-90, all States were reporting migrant students with disabilities in MSRTS and the total number of students reported was 34,123.[2]

For the migrant students reported in MSRTS in 1986-87 as having disabilities, virtually all, 97 percent, were receiving special education services, and 96 percent had IEPs. For the migrant students with disabilities reported in MSRTS, the most frequent disability category was specific learning disabilities; approximately 64 percent of the migrant students with disabilities were classified as having specific learning disabilities. (See table G.1.) Approximately 13.5 percent of the migrant students with disabilities were categorized as having speech impairments, with a similar percentage classified as having mental retardation. Only approximately 3 percent were categorized as having serious emotional disturbances and almost 3 percent were classified as having "other" disabilities.

As shown in table G.1, MSRTS data suggest that a larger proportion of migrant students (63.8 percent) were served with learning disabilities than was true for all students with disabilities (43.6 percent). The data also suggest that a smaller proportion of migrant students were served with speech or language impairments (13.4 percent compared to 25.8 percent for all students) and serious emotional disturbances (2.9 percent compared to 8.7 percent for all students). For the mental retardation category and the other health impairments category, the proportion of migrants and all students served was very similar. (See table G.1.)

The most frequent secondary disability for migrant students, like all students with disabilities, was speech impairments; 10 percent of the migrant students with disabilities had this additional disability. (See table G.2.) The vast majority of students, almost 87 percent, were not reported to have a secondary condition.

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[2] These data were not available by disability at the time of publication.

TABLE G.1

Number and Percentage of Migrant Students in 1986-87 and Percentage of All Students in 1989-90 Receiving Special Education, by Disability

	Migrant Students in 1986-87		All Students in 1986-87	All Students in 1989-90
Disability	Number	Percent	Percent	Percent
Specific learning disabilities	3,609	63.8	43.6	48.4
Speech impairments	756	13.4	25.8	22.9
Mental retardation	772	13.6	15.0	13.3
Serious emotional disturbance	163	2.9	8.7	9.0
Hearing impairments	50	0.9	1.5	1.4
Orthopedic impairments	47	0.8	1.3	1.1
Other health impairments	70	1.2	1.2	1.2
Visual impairments	33	0.6	0.6	0.5
Multiple impairments	--	--	2.2	2.1
Other	155	2.7	--	--
All Conditions	5,655	100.0	100.0	100.0

Source: Migrant Student Record Transfer System (MSRTS) and U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE G.2

Number and Percentage of Migrant Students Receiving Special Education for a Secondary Disability, by Disability: 1986-87

Disability	Number	Percent
Specific learning disabilities	69	1.2
Speech impairments	530	9.3
Mental retardation	13	0.2
Serious emotional disturbance	36	0.6
Hearing impairments	39	0.7
Orthopedic impairments	20	0.3
Other health impairments	18	0.3
Visual impairments	11	0.2
Other	24	0.4
No additional conditions	4,908	86.6
Total	5,668	100.0

Source: Migrant Student Record Transfer System (MSRTS).

Data from North Carolina indicate that approximately 6.5 percent of all migrant students in the State in 1986-87 received special education.[3] Among migrant students with disabilities in North Carolina, the largest proportion of students were classified as having learning disabilities, followed by mental retardation, speech/language impairments, and behavioral/emotional disturbance. (See table G.3.)

The North Carolina data indicate that migrant students were less likely to have speech/language impairments (14 percent) than were all students with disabilities in the State (26 percent), while they were more likely to have mental retardation (31 percent verses 20 percent) and emotional disturbance (9.5 percent verses 7 percent). Migrant students were only slightly less likely to have learning disabilities (41 percent) compared to all North Carolina students (42 percent).

For the 1986-87 school year, approximately 12.5 percent of all preschool students receiving services from the Texas Migrant Council Head Start Project had disabilities. (See table G.4.) Migrant preschool students with other health and developmental impairments were most frequently served; they constituted 35 percent of all participating migrant students with disabilities. Approximately 28 percent had speech impairments, and 25 percent had physical disabilities.

For the same school year, approximately 16.6 percent of all students receiving services from the East Coast Migrant Head Start Program had disabilities. (See table G.5.) The largest proportion of these preschool children with disabilities, almost 54 percent, were in the categories of other health impairments, followed by orthopedic impairments (15 percent), hearing impairments (12 percent) and speech impairments (10 percent).

State-reported special education data collected by OSEP for 1986-87, the last year in which these data were collected, indicate that of all 3- to 5-year-old children served under the Individuals with Disabilities Education Act, Part B, the most common types of disabilities were: speech impairments (69.5 percent), mental retardation (8.0 percent), learning disabilities (7.5 percent), and multiple disabilities (5.4 percent). (See tables G.4 and G.5)[4] These data imply that the disabilities of preschool students served in the East Coast Migrant Head Start Program were different from the disabilities of preschoolers across the nation. This may be due to differences in the requirements of the two programs. For example, at that time under IDEA, each student served under the program had to have a specific disability.[5] Since Head Start serves both students with and without disabilities, a specific disability was not a criteria for eligibility.

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[3] The North Carolina database provides information on the number of students receiving special education by ethnic group and migrant status.

[4] Data on students served under Chapter 1 of ESEA (SOP) were not reported by age group for the 1986-87 school year.

[5] Students under age 6 served under IDEA are no longer reported by the category of disability.

TABLE G.3

Number and Percentage of Migrant Students and All Students in North Carolina Receiving Special Education, by Disability: 1986-87

Disability	Migrant Students in North Carolina		All Students in North Carolina	
	Number	Percent	Number	Percent
Specific learning disabilities	141	40.99	44,613	42.17
Speech impairments	49	14.24	27,430	25.93
Mental retardation	106	30.81	21,417	20.24
Serious emotional disturbance	33	9.59	7,453	7.04
Hearing impairments	2	0.58	1,246	1.18
Orthopedic impairments	7	2.03	885	0.84
Other health impairments	1	0.29	1,178	1.11
Visual impairments	1	0.29	528	0.50
Deaf-blindness	3	0.87	5	0.00
Multiple impairments	1	0.29	1,043	0.99
All Conditions	344	100.00	105,798	100.00

Source: North Carolina State Department of Public Instruction, Division of Student Information Management.

TABLE G.4

Number and Percentage of Preschool Students Receiving Special Education Under the Texas Migrant Council Head Start Project, and IDEA, Part B,[a] by Disability: 1986-87

Disability	Texas		EHA-B Percent
	Number	Percent	
Specific learning disabilities	2	0.3	7.5
Speech impairments	166	27.7	69.5
Mental retardation	10	1.7	8.0
Serious emotional disturbance	2	0.3	2.5
Hearing impairments	43	7.2	1.9
Orthopedic impairments	149	24.8	2.8
Other health impairments	208	34.7	1.6
Visual impairments	18	3.0	0.7
Multiple impairments	--	--	5.4
Deaf-blindness	--	--	0.04
All Conditions	598	100.0	100.0

Source: Texas Migrant Council Head Start Database and U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).

[a] Figures for IDEA, Part B include students age 3-5.

TABLE G.5

Number and Percentage of Preschool Students Receiving Special Education Under the East Coast Migrant Council Head Start Project, and IDEA, Part B,[a] by Disability: 1986-87

	East Coast Migrant		
Disability	Number	Percent	EHA-B Percent
Specific learning disabilities	2	0.2	7.5
Speech impairments	84	10.0	69.5
Mental retardation	19	2.3	8.0
Serious emotional disturbance	14	1.7	2.5
Hearing impairments	102	12.2	1.9
Orthopedic impairments	125	14.9	2.8
Other health impairments	450	53.6	1.6
Visual impairments	43	5.1	0.7
Multiple impairments	--	--	5.4
Deaf-blindness	--	--	0.04
All Conditions	839	100.0	100.0

Source: East Coast Migrant Head Start and U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).

[a] Figures for IDEA, Part B include students age 3-5.

Because of the limited amount and utility of data available, few generalizations are possible concerning the disabilities of migrant students. The MSRTS, North Carolina, and Texas data showed that migrant students were less likely to be classified as having speech impairment than were other children with disabilities. No consistent pattern was evident for the learning disabilities category. Contrary to previous research, only preschool migrant students were classified as having more visible disabilities than non-migrant students.

More than half of the migrant students with disabilities reported in MSRTS received no related service for their primary disability; 15.6 percent received speech pathology, 10.0 percent received an unlisted, i.e., "other" service, and 7.5 percent received counseling. (See table G.6.)

FACTORS ASSOCIATED WITH THE PROVISION OF SPECIAL EDUCATION TO MIGRANT STUDENTS

While migrant students with disabilities share many of the educational disadvantages of rural students and LM-LEP students, it is their mobility that makes their needs unique. Therefore, the majority of this section will focus on mobility as a barrier to special education service provision. Brief discussions of language and culture, socioeconomic status, and residence in rural areas will follow.

Mobility

The mobility common to migrant agricultural workers and fishers can impede every aspect of the special education process, from identification and assessment, through service delivery, including the availability of adequate personnel, parental involvement, and interagency coordination.

Identification and Assessment

Identification of migrant students with disabilities is particularly difficult given the short length of time some migrant students stay in any given school district. The special education identification and assessment process can be lengthy and costly; it may not be complete by the time a migrant student transfers to another district. As a result, identification of migrant students with disabilities may occur at a later age than is the case with non-migrant students. One recent study found that migrant students with disabilities were sometimes placed in migrant programs without full assessments of their needs because of the time involved in the process of identifying and assessing a child for special education. In addition, special education eligibility criteria may differ from district to district or from State to State, resulting in reassessment of students each time they move. Sometimes it is difficult to obtain test data from assessments performed in other districts (IMEC, 1984; Barresi, 1980). Regardless of data availability, a recent study indicated that districts tend to do their own evaluations of students (Marks, 1987).

TABLE G.6

Number and Percentage of Migrant Students
Receiving Related Services, 1986-87

Related Service	Students Receiving Services in 1986-87	
	Number	Percent
Psychological services	279	4.3
Social work	34	0.6
Occupational therapy	82	1.3
Speech pathology	1,003	15.6
Audiology	29	0.4
Physical therapy	23	0.4
Transportation	359	5.6
School health services	114	1.8
Counseling	483	7.5
Medical services	32	0.5
Parent counseling	10	0.2
Other	644	10.0
No related services	3,332	51.8
Total	6,424	100.0

Source: Migrant Student Record Transfer System (MSRTS).

The mobile lifestyle of migrant students needs to be taken into account in assessing students for special education; it frequently leads to the student falling behind non-migrant peers academically, and may also mean the child has limited socialization experiences (Pyecha & Ward, 1982). Also, migrant students' travel may result in conflicting experiences affecting their responses to traditional assessment tools (Coballes-Vega & Salend, 1988).

Guidelines for accurate assessments for migrant students with disabilities have been developed by Coballes-Vega & Salend (authors, 1988). These include the identification of the student's language background for purposes of testing, the family's speech community, the distinctions in usage among the different groups, the student's language preference in the home and community, and the student's language preference in school. They also suggest the use of assessments of adaptive behavior to overcome cultural differences, and they propose ways of insuring parental participation such as: conferences or interviews in the parents' primary language, consent forms in their language, and oral rather than written communication (parents often cannot read). They also suggest interviewing former teachers, using curriculum-based assessment, and creating a network of community resources (Coballes-Vega & Salend, 1988).

Several additional attempts have been made to assure accurate identification and assessment of migrant students with disabilities, specifically addressing the issue of mobility.

- The Interstate Project for Services to Migrant Handicapped Students operated by the Oregon Department of Education developed an interstate model to ensure that migrant students with disabilities are appropriately identified and assessed as they move. The tool for this model was an expanded database for each student to be included in the Migrant Student Record Transfer System. These data included the type of disability, assessment and evaluation information, existence of an Individualized Education Program (IEP), and information about previous services received by the student. The project was funded under Section 143 of the Chapter 1 Migrant Education Program (Friend, 1988).

- The Upstate Regional Office and Migrant Unit of the New York State Education Department undertook a project to assure timely identification of migrant youth with disabilities. The project was funded under Section 143 of the Chapter 1 Migrant Education Program. Project staff developed training videos and other materials to provide information to parents to help them understand their child's disability, to identify and locate needed services, and to communicate effectively with service providers (Friend, 1988).

- The Parent-Tutorial-Project of the New York State Migrant Education Program works with all migrant preschool children, but additionally works to assure early identification of migrant students with disabilities. When children are suspected of having disabilities, an assessment of developmental skills is performed. If the child appears to have a disability, referrals to community agencies are made, child find personnel are alerted, and the local school district is notified. A parent educator also works with the child's parents to increase their teaching and parenting skills (Ward, 1986).

Special Education Service Delivery

One of the most critical issues facing the education of migrant students with disabilities is service continuity; mobility makes continuous service to students with disabilities extremely difficult. The Migrant Student Record Transfer System was developed to provide information to schools receiving migrant students so that services could be provided as soon as the child enrolls in school. The data on students' disabilities were added to the system in 1986-87. Unfortunately, student records are frequently incomplete, especially regarding language skills, achievement test scores, and student program services (Marks, 1987). Classroom teachers and aides have not found the system very useful because of problems related to the technology employed, the lack of useful information, and the fact that data are often too late to be helpful (Marks, 1987). Barresi (1982) has suggested that parents be given copies of their children's records to take with them as they move.

Described below are attempts to assure continuity of services and appropriate programming to migrant students with disabilities.

- The East Coast Migrant Head Start Project has developed health continuity and developmental education records which parents take from center to center as they enroll their children; these ensure that children receive continuous services, and they promote optimal progress for the child (U.S. House of Representatives, 1986).

- The National Migrant Special Education Center operated by the New York State Department of Education prepared various materials for use with migrant students with disabilities. These included individualized activities for particular disabilities, activities in reading, science, mathematics, and language arts for students by grade level, and descriptions of special projects for students in art, music, and puppetry. Project staff also conducted workshops on these activities for migrant staff in 32 States (Friend, 1988).

In order to deliver appropriate special education services to migrant students, education agencies require adequately trained personnel, parental involvement, and interagency cooperation and coordination. In the following section, each of these factors is discussed as it relates to the mobility of migrant students.

Personnel. Various attempts are being made to assure more personnel are trained to work with migrant students with disabilities. Special educators are not frequently trained to assess the unique needs of migrant students (Coballes-Vega & Salend, 1988). Migrant personnel are not often trained in Federal and State regulations concerning the provision of a free appropriate education to children with disabilities; yet they are the staff who usually first come into contact with migrant students with disabilities (Sauer, 1982). Moreover, since many migrant students are LM-LEP, the limited number of bilingual special education personnel impacts significantly on this group as well.

In an attempt to improve the quality of instruction for migrant students, a series of study units was developed by the Migrant Educators' National Training Outreach (MENTOR) which was sponsored by the Department of Education and the New York State Department of Education's Bureau of Migrant Education; these units were designed for in-service and preservice teacher education (Lawless, 1986).

The State University of New York at New Paltz is now offering a graduate program to train professionals to work with migrant students with disabilities. This master's level program is operating under a five-year grant from the U.S. Department of Education (Council for Exceptional Children, 1989).

Parental Involvement. IDEA establishes procedures requiring parental participation. Parents must be provided with information, assistance, and/or counsel to assure that they understand the proceedings and decisions involved in special education placements. Parental consent forms must describe evaluations, tests, records, or other reports used to make educational decisions.

Frequent family movement, changes of address, and lack of phone service can make communications between school and parents extremely difficult. Efforts must be made to inform migrant parents of IEP meetings, conferences, and the like. Migrant parents also tend to be less well educated than are other parents (IMEC, 1987). Frequently they are unable to read (Caballes-Vega & Salend, 1988). Moreover, migrant parents frequently have little information concerning their children's disabilities, and programs available for students with disabilities (Oregon Department of Education, 1987). Attendance at IEP meetings and conferences is frequently not possible given the location and hours of parents' jobs. Those States sending migrant students tend to have better parent organizations than do receiving States since parents are in sending States for a larger portion of the year (IMEC, 1986).

The Interstate Project for Services to Migrant Handicapped Students, directed by the Oregon Department of Education, worked with parents to train and support them in meeting the needs of their students with disabilities. The project was funded under Section 143 of the

Chapter 1 Migrant Education Program. A process was developed to provide information, referral, and case management services to parents (Friend, 1988).

Interagency Coordination. Among the various Federal programs serving migrant students, eligibility criteria differ, definitions of migrant differ, data are not consistent across programs, and tracking systems are not fully utilized, indicating a need for further coordination.

Section 1203 of the Hawkins-Stafford School Improvement Amendments of 1988 set aside monies for intrastate and interstate coordination of services. This is made difficult by the different types of administrative arrangements for migrant education across States. For example, in some States migrant education is part of compensatory education; in others, it is part of the bilingual program, the Chapter 1 program, or a separate office (Friend, 1988). Also there are conflicting agency goals and policies, making cooperation difficult (California State Department of Education, 1985).

A 1982 study revealed that few States had policies concerning the transferring of credits for students either within State or across States (Ogletree & Janick, 1982). In half of the States, school districts were responsible for decisions concerning credit transfers. Eight States had interstate policies and agencies for credit transfer while 10 States had intrastate credit transfer policies and agencies. Cooperative agreements across the States and agencies are needed to identify migrant students with disabilities (Barresi, 1982); this would increase the number of students identified and served. Also, agreements are needed on the transferral of student records across States.

The establishment of local community networks to serve migrant students with disabilities is an efficient means of coordinating available services for these students (Barresi, 1982). Local cooperation between education and medical communities has helped to develop MSRTS records (IMEC, 1986), although MSRTS is not linked to migrant health centers (California State Department of Education, 1985). To date, Federal program officials report that coordination has been most successful at the local level (Fitzgerald & Hopper, 1985). The State of Maryland is currently investigating a secondary exchange system which involves examining the student's record in the home-based school and appropriately adjusting the student's course work in the current school (Friend, 1988).

Despite difficulties, cooperative efforts continue to be undertaken at the National, State, and local levels. The Interstate Migrant Education Project of the Education Commission of the States has worked to coordinate planning and implementation of migrant education programs; it has also worked to make the public aware of this population such that improvement of services may occur (Perry, 1982). The State of Oregon has created a Committee for Migrant Special Education which meets regularly to discuss local action plans for migrant special education, identify training needs, and plan regional conferences to assist local staff in implementing their action plans (Oregon Department of Education, 1987). The Warwick Valley Migrant Education Program uses various community-based services to address the needs of migrant students. Local hospitals and private practitioners provide health services; food services are provided by the school system, the county health department, and the USDA food program. The local Rotary Club financially sponsors screening activities (Hershman, 1986).

Language and Culture

Language and culture further impede the provision of appropriate special education services to migrant students. Data indicate that 75 percent of migrant students are Hispanic (Henderson, et al., 1990). This percentage has increased over the past several years as the migrant population has become decreasingly black and increasingly Hispanic. The implications of this shift are a growing LM-LEP student population and cultural diversity that may impede the appropriate provision of special education services. One study indicated that more than 40 percent of migrant students had sufficient problems with English, that language interfered somewhat in their classroom performance (Cameron, 1981). California reports that more than 70 percent of their migrant students are limited English proficient (California State Department of Education, 1989).

The combination of a disability, migrancy, and limited-English proficiency makes service delivery extremely challenging. Very little data are available on effective instructional practices for LM-LEP students with disabilities, let alone migrant LM-LEP students with disabilities. Effective bilingual practices and effective special education practices do not necessarily combine to make effective bilingual special education practices. Rather, a new field of education is beginning to emerge, addressing the complex relationships between language proficiency, disabilities, and educational practices. The remainder of the discussion on language and culture as impediments to appropriate services for migrant students with disabilities relate to services for LM-LEP students with disabilities as well. (A complete discussion of special education services to LM-LEP students will appear in a future report to Congress.)

The following section addresses issues related to the identification and assessment of migrant students with disabilities and service delivery as impeded by languages and cultures different from those of the majority population.

Identification and Assessment

Because the results of educational assessments are used in the development of an individualized educational program, the appropriateness of that program may be jeopardized by the barriers to accurate assessment of LM-LEP students with disabilities (Plata, 1982).

Current research suggests that it is very difficult to distinguish between the impact of a disability on the student's learning and the failure of a student to understand the majority language and culture, impeding the accurate assessment of the student's disability. Teachers unfamiliar with the impact of language problems on a student's learning may refer students to special education classes based on their judgment of the student's English proficiency (Cegelka, et al., 1986; Rueda et al., n.d.). Behaviors that children normally exhibit while learning a second language, such as poor comprehension, limited vocabulary, or grammatical errors, may be interpreted as symptomatic of learning problems. Migrant student behaviors may be identified as serious emotional disturbance or learning disabilities because of the variation in cultural expectations, assumptions, and values held by the students (Oregon Department of Education, 1987).

LM-LEP students may exhibit language deficiencies in their primary language if they came to an English language environment prior to acquiring proficiency in their primary language. Also, young students rapidly learn the social language of English, but not the academic language of English required on most assessment instruments. Therefore, students may appear proficient in English when, in fact, they have not developed the language skills necessary for academic success. Typically, social language is developed in about three years while school language takes five to seven years (Baca, 1988).

Tools of Assessment. Special care is needed to assure unbiased assessment for migrant LM-LEP students since language is the key to many instruments used to determine a student's need for special education. Under IDEA, "Such materials [tests] or procedures shall be provided and administered in the child's native language...unless it is clearly not feasible to do so..." (Sec. 612(5)(c) in Figueroa, 1989). Data show that the testing of LM-LEP students is still performed primarily in English (Figueroa, 1986; Ortiz, 1986; Rueda, Figueroa, Mercado, & Cardoza, 1984 in Figueroa, 1989). A study of Hispanic students with learning disabilities, mental retardation, and speech impairments in three Texas districts indicated that only 25 percent of the assessments contained evidence of current language proficiency testing. Results of prior testing tended to be a year old (Ortiz & Yates, 1988). Without up-to-date information on the student's language proficiency, decisions about appropriate assessment practices are hampered.

Options for assessing the special education needs of LM-LEP students include: (1) translating psychometric tests into the student's primary language, (2) using an interpreter during assessment, (3) using norm-references tests developed in the student's primary language, and (4) using a bilingual psychologist. These approaches also have their shortcomings in that bilingual assessment personnel are in short supply, and tests, although easily translated, may produce results which are difficult to interpret.

Special Education Services for LM-LEP Migrant Students

Special education service delivery requires access to facilities and programs, use of appropriate curricula, adequately trained personnel, and parental involvement. The following section addresses these needs as they relate to the language and culture of migrant students.

The majority of migrant students are Hispanic; one study indicates that over 40 percent suffer from English language deficiencies (Cameron, 1981). Therefore, issues related to serving LM-LEP students directly relate to serving migrant students as well.

The use of languages other than English in the educational process is perhaps one of the most intense conflicts within education today. While some educators feel that immersion in an all-English classroom will facilitate integration and English-language acquisition, others feel that services in the primary language are necessary for academic success.

Ten years ago bilingual special education programs were rare. Currently, many States and districts have implemented policies to develop, expand, and improve their programs. However, shortages of appropriate materials and personnel, disagreement on curricula, and issues of access continue to impede the implementation of appropriate services for LM-LEP students with disabilities. These shortages are especially pronounced for students from less common language groups and in districts with few LM-LEP students.

Access. In the absence of programs specifically designed to serve migrant LM-LEP students with disabilities, attempts must be made to coordinate the services of bilingual programs, migrant programs, and special education programs. First, programs must be accessible to the students. Then, the programs must be coordinated in such a way as to allow multiple participation. For example, a student may participate in several pull-out programs, one to address his/her limited English proficiency, one to address educational disadvantagement due to the condition of migrancy, and one to address his/her disability. However, other service delivery patterns (e.g., replacement programs) may be more difficult to coordinate, prompting the need for programs that combine functions.

Curricula. Language minority children with disabilities face several conflicts in their education programming. The educational and home environments may be divergent due to language and cultural differences. Subsequently, these students may be frustrated in the development of a positive self-image due to the resulting dissonance. Bilingual education advocates maintain that because of these problems, LM-LEP students need culturally relevant curricula taught in their primary language. A recent California study noted that only a small portion of the instruction provided to LM-LEP students with disabilities was conducted in the student's primary language (Cegelka, et al., 1986). About half of the students in the California sample received both special and bilingual education; the other students received services from only one of the two programs or from regular education.

The continued debate over the use of primary languages in instruction makes consensus among teachers of LM-LEP students unlikely in the near future.

Personnel. The supply of teachers and other personnel to work with LM-LEP students has not kept pace with increased demand, resulting in personnel shortages. Data indicate that most regular education and special education teachers are monolingual (Salend & Fradd, 1985). The shortage of trained personnel in bilingual education consequently carries over to bilingual and migrant special education as well. Some school districts use interpreters or contract for professionals; these interpreters and consultants are knowledgeable in the bilingual component of teaching students, but generally they are not trained to attend to the special needs of migrant LM-LEP students with disabilities. The personnel shortage is especially evident in terms of bilingual special education assessment personnel. Sometimes assessments are delayed because trained personnel are not available (Nuttall, 1987). This can be particularly problematic for migrant students because the time available for assessment may be limited. School districts find it particularly difficult to hire bilingual speech therapists, bilingual psychologists, bilingual special educators, and bilingual audiologists (Del Green Associates, 1983).

Parental Involvement. IDEA requires that written prior notice in the native language of the parents is given in matters related to identification, evaluation, and placement of the disabled student. In addition, an interpreter must be provided at all meetings if the parents cannot communicate in English.

However, language and cultural barriers between parents and school personnel continue to impede appropriate parental participation in the special education process. Hispanic parents tend to be very trusting of school personnel and may feel they are intruding in the school's domain if they express concerns with their children's education, thus they are not inclined to participate in the IEP process. Efforts have been made to involve migrant parents in the education of their children with disabilities by using liaisons proficient in the parent's native language, sending correspondence in the parent's native language, and being aware of language and cultural barriers to participation.

Socioeconomic Status

In addition to the educational risks posed by their migrancy, migrant students are also more impoverished than their peers. In one study of migrant students, 255 of 268 qualified for free or reduced-price lunch (Marks, 1987). Another study indicated that in 1981, migrant farmworkers earned an average of $3,995 from both farm and non-farm employment, with about 68 percent of those earnings coming from farm work. In that same year, the national average non-farm earnings was $13,270 (Pollack & Jackson, 1983, in Dement, 1985). Socioeconomic status, educational levels, and family structure have been shown to relate to academic achievement (Laosa, 1984; Brown, 1980; Carter & Segura, 1979; Duran, 1983; Henderson, 1981; Lambert, 1977; NCES, 1978; Rosenthal, Baker, & Ginsburg, 1983 in Young et al., 1986). Therefore, the educational disadvantagement associated with low socioeconomic status, coupled with the condition of migrancy, can make educational progress difficult.

Identification and Assessment

Because educational disadvantagement and learning problems are both manifested through low academic achievement, the poverty and disadvantagement common to migrant students can complicate the identification and assessment of some disabilities for this population. Some researchers hold that when the choice of classification is learning disabilities or educable mental retardation, a socioeconomic bias influences the placement of low socioeconomic students into the mental retardation category (Burke, 1975; Franks, 1971 in Bernard & Clarizio, 1981). However, more recent research has found *no* significant relationship between socioeconomic status and special education placement (Bernard & Clarizio, 1981).

Residence in Rural Areas

The nature of the work performed by migrant workers brings them predominantly into rural areas. Several factors influence efforts to serve children living in rural areas. Perhaps the most influential is geography; rural schools often are located in geographically large, sparsely populated areas. Relatively small numbers of students, who are scattered at great distances from one another, must be served. Severe climatic conditions may prevail or seasonally affect the region. Locally, the rate of unemployment may exceed national as well as suburban and urban averages. Because of declining student enrollment, the financial resource base may be low and declining. With costs high and student enrollment relatively low, special services of any kind (e.g., speech and language therapy or music and art) may be difficult to provide.

Community values may stress adherence to established practices and customs, making more difficult the introduction of promising, but non-traditional innovations; e.g., telecommunication advances that speed communications and reduce isolation among teachers. Transportation to general and/or special education programs may be expensive, unreliable during periods of the year, or prohibitive because of distances.

Geographic dispersity can impede the provision of appropriate special education services, from identification and assessment to service delivery, including placement, personnel, and parental involvement.

Identification and Assessment

Within rural areas, appropriate procedures generally are available to assess and identify students who have mild or moderate disabilities (Condon, 1983). For disabilities which are reported less frequently or those which affect educational progress more severely, e.g., hearing impairments, visual impairments, severe and multiple disabilities, assessment procedures are often less than adequate (Helge, 1986). When coupled with diagnostic personnel shortages and scarce resources, the timely and appropriate evaluation and assessment of students suspected as having disabilities is exceptionally difficult. Measures that are available may not be sufficiently sensitive to note cultural differences complicating efforts to accurately identify students in need of special education services.

Service Delivery In Rural Areas

Many factors can interfere with special education service delivery in rural areas. Among them are a lack of placement options, shortages of adequately trained personnel, and lack of parental involvement.

Placement. Because of great distances and relatively small numbers of children, it is often difficult to balance the principal IDEA requirements to provide an appropriate public education and to offer services within the least restrictive environment for each individual child with disabilities. Scarcity of resources and personnel in many rural areas make it more difficult to make the full continuum of placements available. Many students with mild and sometimes severe disabilities receive services within regular classrooms as educators seek to meet both the LRE mandate and still provide "specially designed instruction" (Helge, 1986). In general, services are provided with less difficulty to students who have mild rather than severe disabilities, although educators sometimes experience problems providing services within the mainstream that, in fact, are "uniquely suited" to meet the individual student's need.

With respect to students with severe disabilities, school districts are attempting to provide services within the home district or cooperative, and for those served in full-time residential settings, educators and administrators seek ways to allow participation with their peers who are without disabilities. Many rural districts maintain non-categorical resource or self-contained programs to make a continuum of placement options available to students, regardless of disability (Condon, 1983).

Personnel. The recruitment and retention of qualified staff to serve children with disabilities are particularly difficult in rural areas because of a variety of factors, including: salaries that are not competitive with those offered in more urban areas, distances from urban cultural centers, and the frequency with which staff must travel to serve students. Recruitment of related service personnel, e.g., speech and language pathologists, psychologists, social workers, and physical and occupational therapists is especially difficult. Some rural districts report that they are compelled to hire young and inexperienced special education staff to fill positions (Helge, 1981b).

In rural areas, qualified staff are often needed to serve students with a variety of disabilities and needs. However, current certification guidelines in many States require that teachers specialize in one or more areas. Therefore, positions are difficult to fill if applicable certification requirements limit teachers to the provision of services to students with one or two disabilities. Reciprocal certification agreements among States are few, contributing to rural personnel recruitment problems (Helge, 1981a).

Service delivery in rural areas is also affected by difficulties in retaining personnel. Turnover has been estimated at between 30 and 50 percent for special education and support staff in rural areas (Helge, 1981a). Social and cultural isolation or scarce special education resources, induce many special educators and specialists to leave rural schools when a vacancy occurs in a more urban setting.

Parental Involvement. Even though many rural schools have provided for parental participation, parents of students with disabilities often do not become involved in their children's education. Rural parents often feel that school personnel are the experts and know what is best for students. Therefore, parents take on a passive role and agree with any kind of services provided for their children (Helge, 1986). Many rural areas do not have local chapters of parent oriented organizations such as the Association for Retarded Citizens and the Association for Children with Learning Disabilities. Rural parents of students with disabilities are geographically dispersed making participation in such organizations difficult.

CONCLUSIONS

Effectively serving migrant students with disabilities poses challenges to educators at all levels because of the unique needs of these students. Migrant families tend to have low socioeconomic status; many migrant children are extremely educationally disadvantaged. Substantial numbers of migrant students are limited-English proficient. Residence in rural areas can impede service delivery in accordance with the Individuals with Disabilities Education Act. In addition, the condition of migrancy may cause disruptions in educational services and prohibit the accurate assessment of special educational needs. While some teacher training programs have been developed to address the needs of migrant students with disabilities, shortages of qualified personnel still exist.

In addition to qualified staff, more data are needed to accurately assess the numbers, characteristics, and needs of migrant students with disabilities. Beginning with data for 1988-89, State reported data on the number of migrant students with disabilities in each State being served through the Chapter 1 Migrant Education Program were collected. The States reported serving 34,123 migrant students with disabilities in 1989-90. This data collection effort will provide additional information on the size of the migrant population with disabilities. However, additional data on: the disabilities of migrant students, services they are receiving, and model programs for overcoming barriers to appropriate services, are needed.

Further recommendations for improving service delivery to migrant students with disabilities include: developing assessment instruments appropriate for language-minority limited-English-proficient students with disabilities, and improving the communication between sending and receiving districts. The University of Texas at Austin, with funding from the U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs, is currently refining and field testing an Assessment and Intervention Model for the Bilingual Exceptional Students (AIM for the BESt). One component of the model is the use of curriculum-based assessment to help determine the instructional needs of students based on performance within an existing course content. The assessment provides data to describe precisely what students know in relation to the curriculum being taught (Rivera, 1989). This type of research may facilitate accurate assessment of special education needs for migrant LM-LEP students.

Complaints about the quality and timeliness of data transmitted by MSRTS need to be addressed, or alternative data transmission procedures must be developed. Due to problems with MSRTS, some local school districts have stopped using the system and have opted for alternative data transmission procedures. Some migrant students have predictable routes, spending one-half of every year in one location and the other half in a second. In instances such as this, two local districts can develop a coordinated curriculum for migrant students by communicating directly between districts. Other districts send school transcripts with parents during a move in order to avoid the delays associated with transmission through MSRTS. A reassessment of the MSRTS system is required in order to determine means of improvement.

Finally, special educators and migrant educators need to work together to improve service delivery at every level. At the Federal and State levels, the migrant education offices and the special education offices must be informed of changing regulations that may impact services to migrant students with disabilities. Program monitors should be sensitive to the rights of migrant students with disabilities and ensure that appropriate services are in place at the local level. In addition, through coordination, migrant and special educators can tackle barriers to serving migrant students with disabilities. Improvements may come in the form of revised MSRTS design, teacher training grants, and jointly funded research activities.

At the local level, the inclusion of migrant personnel on special education pre-referral teams, coordination of services offered through MEP and special education, and use of bilingual migrant staff members in assessing student needs are just a few areas for coordination. One of the successes of the Migrant Education Program has been parental involvement. Personnel from MEP that understand the language and culture of migrants may serve not only in working with students, but in working with the parents of migrant students with disabilities, bridging the gap between special educators and migrant families.

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NATIVE PACIFIC BASIN AND NATIVE HAWAIIAN STUDENTS WITH DISABILITIES[6]

The Pacific Basin region encompasses American Samoa and Guam, the Commonwealth of the Northern Mariana Islands, the U.N. Trust Territory of Palau, and two new sovereign nations created upon the signing of Compacts of Free Association with the United States government: the Federated States of Micronesia and the Republic of the Marshall Islands. These two new nations and Palau were formerly part of the U.N. Trust Territory of the Pacific Islands.[7]

The Pacific Basin Consortium, a federally-funded personnel preparation project designed to assist territorial departments of education in cooperative and concentrated service delivery efforts, has identified the following factors affecting delivery of educational services in the region:

- communication and travel difficulties in an area covering millions of square miles;
- small population groups that are isolated and geographically remote (some islands have school populations as small as 15 to 20 students);
- language and cultural differences (the majority of indigenous Pacific Basin cultures place a greater emphasis on conformity to group norms than Western cultures do. This can lead to a certain amount of stigmatizing of individuals with disabilities as "deviant," and to a consequent reluctance to identify mild or less apparent disabilities);
- very limited financial resources (Federal funds are often the sole or major support of educational programs in the region); and
- small numbers of professionally trained educators (Brady & Anderson, 1983).

Native Hawaiians, although not residing in the Pacific Basin proper (the majority reside in the State of Hawaii), are impacted by some of the same factors that affect service delivery to Pacific Basin inhabitants. Approximately 5 to 7 percent of the population of Hawaii is Native

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[6] The information presented in this section is based on data collected in 1988; where available, updated information has been included.

[7] Palau, formerly part of the U.N. Trust Territory has voted for self-governing, free association status, but certain provisions of the proposed constitution are under negotiation so Palau remains a Trust Territory under the administration of the United States (WRRC, 1987).

Hawaiians. While relative isolation and fiscal limitations are not as constraining for this population, issues related to cultural and linguistic differences with the mainstream are very relevant.

PROGRAMS FOR NATIVE PACIFIC BASIN AND NATIVE HAWAIIAN STUDENTS

The degree to which Pacific Basin programs model themselves after mainland programs varies from territory to territory. The Territories of American Samoa and Guam and the Commonwealth of the Northern Marianas have developed an educational system similar to that of the mainland. These jurisdictions are now proceeding to build culturally adapted programs modeled after mainland schools (Western Regional Resource Center, 1987). Two conflicting philosophies exist concerning the role of mainland curricula and programs in the area. One suggests that English and mainland curricula should predominate. However, this philosophy has been challenged by some Pacific Basin educators, who believe locally developed curricula would better serve the region's students (Interview with Daniel Nielsen & Stephen Spencer, 1988; Interview with Jane French, 1988). These outlying areas are eligible to apply for special education funds either through the various individual programs (Part B of IDEA, Part H, and the like) or they may receive assistance through the consolidated grants programs. Currently, these areas apply for funding through the individual Federal special education programs.

The developing governments of the Western Pacific are in a different position. In 1986, with the signing of the Compacts of Free Association, the Trust Territory of the Pacific Island jurisdictions emerged as two new nations. Palau will become independent upon final ratification of the Compact. With the National Literacy Act of 1991 (P.L. 102-73), two independent nations became eligible for IDEA, Part B funds upon OSEP approval of their State Plans. Palau remains a U.N. Trust Territory pending the final negotiations on the Compact of Free Association; it participates in the consolidated grants program. The "free association" relationship specified in the compacts means that these entities are fully independent nations, with control over their own governance systems, laws, and domestic and foreign policy. Provisions in the legislation approving the Compacts of Free Association continued the participation of these developing governments in various Federal programs at a reduced level upon the agreement of the involved governments until FY 1989.

Special education services were introduced to the Pacific territories in the late 1960s and early 1970s (Brady & Anderson, 1983). Services in much of the region are in an introductory stage (Interview with Dawn Hunter, 1988). The Territory of Guam, with a long history of involvement with American educational models and a relatively concentrated population, has been relatively quick to develop special education services (Brady & Anderson, 1983), but in most areas of the Pacific Basin, special education and regular education services alike are being developed without many historical precedents, under very different conditions from those found on the mainland.

SPECIAL EDUCATION FOR NATIVE PACIFIC BASIN AND NATIVE HAWAIIAN STUDENTS WITH DISABILITIES

Information on special education service patterns in the Pacific Basin is scarce. Reporting requirements for child count and other OSEP data vary across the Pacific Basin due to the special status of some of the outlying areas. At the present time, American Samoa and Guam and the Commonwealth of the Northern Marianas, which apply directly for special education funds under the various individual programs are expected to meet the reporting requirements of the programs under which they are funded. Palau participates under the consolidated grants programs; Palau has recently begun to meet IDEA reporting requirements. Beginning with the 1992-93 school year, the Federated States of Micronesia and the Republic of the Marshall Islands will be required to meet the reporting requirements of IDEA as part of OSEP's State Plan approval process.

The Rehabilitative Hospital of the Pacific in Hawaii is constructing a Rehabilitation, Research, and Training Data Tracking System to determine the number of individuals in the Pacific Basin region served and in need of service in the areas of special education, vocational rehabilitation, and disability-related health care. Until this database is completed, no comprehensive special education data reporting system for the whole Pacific Basin region exists.

The few figures that are available, however, are illustrative of regional trends in service delivery. Guam serves six to seven percent of its students with disabilities, with those with moderate to severe disabilities receiving more extensive services than those with mild disabilities (Interview with Daniel Nielsen & Stephen Spencer, 1988). The Commonwealth of the Northern Marianas also provides higher rates of service to students with severe and profound disabilities while students with mild disabilities are underserved (Interview with Daniel Nielsen & Stephen Spencer, 1988). In American Samoa, one-half to two percent of the population are being served, with few individuals with mild disabilities among them (Interview with Jane French, 1988). Among Native Hawaiians, 7.5 percent of school enrollees were served as of 1983, below the national average of 11 percent for that year (The Kamehameha Schools, 1983).

A study of special education service patterns was completed by the Guam Division of Special Education for the 1983-84 school year (Lee, 1984). Data on the ethnic backgrounds of 1,946 special education students was analyzed; this was 96 percent of all students receiving special education. Disproportionately high proportions of Chamorros and other Pacific Islanders were served in special education while for Filipinos, Caucasians, Asians, and students of other ethnic backgrounds the opposite was true. Chamorros were 56.5 percent of Guam's total public school enrollment, but 72.1 percent of the special education enrollment. For Pacific Islanders these proportions were 2.3 and 3.4, respectively. The proportion of Chamorros students was disproportionally high among those categorized as slow learners, although this was true to a lesser extent for all categories of disabilities. Only for the slow learner category was the proportion of Pacific Islanders served not higher than would be expected. Filipinos were underrepresented among each of the individual disabilities, and Caucasians and other ethnic groups were served in disproportionately low proportions except for the communications disorders category.

The patterns of service delivery differ for Hawaii given its close relationship with the mainland. Hawaiian, part Hawaiian, and Samoan students were more likely to have learning disabilities than were all students receiving special education in Hawaii.[8] (See table G.7.) All three groups were, however, less likely to have speech impairments than were all students. Samoan students were slightly more likely to have mental retardation than were all students in Hawaii. No other meaningful differences were found given the small number of students in some combinations of ethnic groups and conditions of disabilities.

FACTORS ASSOCIATED WITH THE PROVISION OF SPECIAL EDUCATION TO NATIVE PACIFIC BASIN AND NATIVE HAWAIIAN STUDENTS WITH DISABILITIES

For students with disabilities who are natives of the Pacific Basin or Hawaii, there are several factors which make the delivery of special education services difficult. These include the unique language and cultures of the students and the extremely dispersed population centers in which these students live. Both of these factors will be outlined below with references to how they impact on the delivery of special education services to the population.

Language and Culture

The population of the Pacific Basin encompasses both Micronesian and Polynesian peoples, as well as a variety of non-indigenous populations. There are 16 ethnic groups in the region's student population, with more than 11 primary languages spoken. English is a second or third language for the majority of the region's students and educators alike (Brady & Anderson, 1983).

The Pacific Region Educational Program (PREP) reported in 1987 that there were between one and four indigenous languages spoken in the single jurisdictions of the regions; English is spoken in all jurisdictions with some indigenous families using English as a home language. Approximately 31 languages and dialects are spoken in the region (Northwest Regional Educational Laboratory, 1987). In 1986, approximately 20 percent of the students in Hawaii were Filipino, White, and part-Hawaiian; 2 percent were Hawaiian and 16 percent were Japanese (Pacific Region Educational Program, 1987). This diversity significantly impacts the identification and assessment process, programs for students with disabilities, and parental involvement.

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[8] Data were available from the Hawaii special education database on the number of students receiving special education by ethnic group. These data include students served under the Part B of IDEA on December 1, 1987.

TABLE G.7

Hawaii: Number and Percentage* of Students Receiving Special Education by Disability and Ethnic Group During 1986-87 School Year

Disability	Ethnic Group											
	Native American		Asian[a/]		Spanish/Puerto Rican/Portuguese		Black		White		Hawaiian	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Specific learning disabilities	29	56.86	756	32.59	825	59.61	193	47.54	1,398	44.61	329	56.82
Learning impairments	2	3.92	25	1.08	20	1.45	12	2.96	63	2.01	13	2.25
Speech impairments	13	25.49	1,069	46.08	296	21.39	102	25.12	1,024	32.67	154	26.60
Mental retardation[b/]	3	5.88	193	8.32	108	7.80	35	8.62	177	5.65	37	6.39
Serious emotional disturbance	3	5.88	72	3.10	74	5.35	27	6.65	216	6.89	17	2.94
Hearing impairments	0	0.00	43	1.85	9	0.65	7	1.72	39	1.24	10	1.73
Severe multiple disabilities	0	0.00	29	1.25	14	1.01	7	1.72	45	1.44	5	0.86
Orthopedic impairments	0	0.00	61	2.63	15	1.08	7	1.72	60	1.91	4	0.69
Other health impairments	0	0.00	16	0.69	4	0.29	6	1.48	41	1.31	6	1.04
Visual impairments	0	0.00	16	0.69	6	0.43	3	0.74	16	0.51	0	0.00
Deaf-blindness	0	0.00	2	0.09	2	0.14	1	0.25	0	0.00	0	0.00
Autism	0	0.00	6	0.26	4	0.29	1	0.25	11	0.35	1	0.17
Missing	1	1.96	32	1.38	7	0.51	5	1.23	44	1.40	3	0.52
All Disabilities	51	100.00	2,320	100.00	1,384	100.00	406	100.00	3,134	100.00	579	100.00

(Continued)

Table G.7 (continued)

Disability	Ethnic Group									
	Part Hawaiian		Samoan		Filipino		Other		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Specific learning disabilities	2,468	55.02	325	58.45	1,086	45.55	507	47.38	7,916	48.36
Learning impairments	68	1.52	5	0.90	29	1.22	22	2.06	259	1.58
Speech impairments	1,189	26.50	117	21.04	738	30.96	323	30.19	5,025	30.70
Mental retardation[b]	265	5.91	53	9.53	261	10.95	79	7.38	1,211	7.40
Serious emotional disturbance	206	4.59	20	3.60	67	2.81	63	5.89	765	4.67
Hearing impairments	72	1.60	13	2.34	66	2.77	11	1.03	270	1.65
Severe multiple disabilities	56	1.25	5	0.90	38	1.59	14	1.31	213	1.30
Orthopedic impairments	71	1.58	8	1.44	41	1.72	25	2.34	292	1.78
Other health impairments	20	0.45	1	0.18	11	0.46	10	0.93	115	0.70
Visual impairments	13	0.29	2	0.36	18	0.76	5	0.47	79	0.48
Deaf-blindness	1	0.02	0	0.00	0	0.00	0	0.00	6	0.04
Autism	3	0.07	0	0.00	5	0.21	2	0.19	33	0.20
Missing	54	1.20	7	1.26	24	1.01	9	0.84	186	1.14
All Disabilities	4,486	100.00	556	100.00	2,384	100.00	1,070	100.00	16,370	100.00

* Percentage is based on all disabilities, calculated as follows:

(number receiving special education for a disability/number receiving special education for all disabilities) * 100.

[a] Asian includes Indo-Chinese, Chinese, Japanese, and Korean.
[b] Mental retardation includes mild, moderate, severe, and profound mental retardation.

Source: Hawaii Special Education Database.

Identification and Assessment

In keeping with the requirements of Part B of IDEA, the identification and assessment process in the Pacific Basin is individual and nondiscriminatory in nature, and reflective of individual student's strengths and weaknesses. Within these parameters, the method of assessment used varies across the Pacific region. In the former Trust Territory nations, the approach has been to emphasize the specific functioning of the student (Welle, 1979). In American Samoa, curriculum-based assessment is being used, and assessment is conducted based on severe academic delay for students with mild disabilities (Interview with Jane French, 1988). Assessment is generally conducted by local special educators; however, consultative services are sometimes used in parts of the region. The Special Education Department at the Community College of Micronesia, which is responsible for developing and disseminating materials and/or procedures for identifying children's special learning problems in the area, provides direct consultation services to districts' programs upon request (Welle, 1979).

Culturally based perspectives in the Pacific Basin have affected the delivery of services to students with disabilities. For this reason, services are more likely to be provided to children whose disabilities are most visible or obvious. In American Samoa, for example, pity is a common response to persons with severe impairments, and these disabilities are viewed as a stigma (Interview with Jane French, 1988). Students with mild disabilities are not perceived to be in need of services. Because of these attitudes, only about two percent of the population is being served in the various categories of disabilities in American Samoa.

Evaluation materials for the region are in a developmental stage. Few assessment materials in native languages exist, so testing must generally be done in English. Given that English is the second or third language for most Pacific Basin students, it often requires additional care on the part of the assessor to discern between a learning problem related to a disability and a lack of proficiency with the English language. Because of the difficulty of accurate testing, immediately apparent visual, orthopedic, or serious hearing impairments and severe mental retardation are identified and served more readily than mild or less apparent conditions of disabilities (Brady & Anderson, 1983). Accurate identification of children in such categories as educable mental retardation, specific learning disabilities, and serious emotional disturbance is especially problematic (Welle, 1979).

Among the attempts to improve assessment in the Pacific Basin are:

- In American Samoa, the Intensive Educational Screening Project (IESP) is one in which special education consulting teachers work with regular education staff in adapting instruction and curricula for students experiencing significant difficulty and/or making inadequate progress. After several months, students whose needs were not accommodated sufficiently through curriculum-based forms of assessment and intervention are referred for multi-disciplinary evaluation and in some cases are identified as having disabilities (Interview with Anita Pines, 1988).

- The Commonwealth of the Northern Mariana Islands currently has a bilingual grant to examine language development in native children; the goal is to develop an assessment model and eligibility criteria for speech impairments (Interview with Daniel Nielsen & Stephen Spencer, 1988).

Parental Involvement

Cultural norms and language differences in the Pacific Basin impact on the nature of parental involvement in special education; this is particularly true for the identification and assessment process and the goals parents have for their children. The majority of Pacific Basin cultures are far less individual-oriented than mainland U.S. culture. Among traditional Pacific families, individuals are expected to fulfill their responsibilities to their extended families throughout their life. "Independent living" for persons with disabilities is not necessarily an expected or desired outcome (Interview with Daniel Nielsen & Stephen Spencer, 1988). Among traditional Native Hawaiians, the 'ohana,' a cooperating, largely kin-based group that shares work and resources, still exists. Share-functioning, not independence, is the norm (Tharp, 1982). For both groups, parents generally do not want their children to deviate from group norms, nor do they want them separated from the peer group. Early results of an extensive community needs assessment survey conducted in the Trust Territory nations showed a preference for training in village-based and self-help skills (Brady, 1983). Education professionals seek to take these cultural differences into account when developing IEPs and outlining program options for students.

Some Pacific Basin parents choose not to become directly involved in their children's education and to defer decision making to professional educators. In the Northern Marianas, an attempt is being made to increase parental involvement through a parent advocacy movement, which is being encouraged by the Department of Education (Interview with Dawn Hunter, 1988).

Population Dispersal

The Pacific Basin is an area of more than 2.8 million square miles, larger than the continental United States. The total land mass, however, is just more than 1,000 square miles. The region has a population of approximately 266,000. The extreme distances and dispersed populations significantly impact placement patterns, special education programs, and personnel availability. In addition, these factors necessitate interagency cooperation in the provision of services to students with disabilities.

Placement

To meet the individual needs of children with disabilities, IDEA mandates that a continuum of placement options be available, and that children be served in the least restrictive environment possible. In the Pacific Basin, these two requirements have been difficult to accommodate. The development of placement options in the Pacific Basin has been affected by both geography and shortages of trained staff. In the areas of the former Trust Territory, because of small population centers and large distances separating islands--perhaps with school populations as small as 15 to 20--an attempt has been made to facilitate the integration of children within regular classrooms and in non-categorical and cross-categorical programs insofar as possible (Welle, 1979). One placement option available in many areas is a self-contained class within a regular education building. Community-based special education classes represent one way children with handicaps may be served in village schools in the most remote areas. Most of the region's territories have developed some resource rooms in village schools to serve children with mild disabilities while American Samoa and some areas of the Federated States of Micronesia have begun developing homebound programs with itinerant teachers to serve low incidence children or students in remote villages (Brady & Anderson, 1983). There are very few residential placements in the region.

In the Territory of Guam, some students are served in the Chief Brody Memorial School, which was the first separate school for students with disabilities founded in the Pacific Basin. Students in the school are increasingly being integrated within neighborhood schools (Interview with Daniel Nielsen & Stephen Spencer, 1988). In developed areas of Hawaii, the full range of placement options are available; in outlying Hawaiian islands, options are limited by such factors as remote locations, small population clusters, and the developing nature of many special education programs.

Programs

Due to small, remote population centers and scarcity of resources, service delivery in the Pacific Basin is less categorical than on the mainland. To a large extent, Pacific Basin special education programs use cross-categorical service delivery patterns. In the former Trust Territory areas, children are described as having mild, moderate, or severe disabilities according to their level of functioning in their surroundings (Brady, 1983). Across the region, even in more developed areas such as Guam, there is a movement underway toward noncategorical service delivery and cross-categorical placement (Interview with Dawn Hunter, 1988). Curricula in most of the region, however, have traditionally been imported from the mainland. Some special education classes are taught in native languages, but most classes for grades 3-12 are taught in English (Brady & Anderson, 1983).

There are two distinct views among Pacific Basin special educators as to the appropriateness of importing mainland curricula to the region. One view holds that curricula and instructional methods common to the mainland will help bring about modernization and economic development to the region, ultimately raising living standards. The other view holds that cultural values and educational needs differ significantly between the mainland and the Pacific Basin such that mainland curricula are far less relevant and effective than locally developed curricula. Dr. Kangichy Welle, an adherent of the latter view, argues that some student difficulties in the region may be due to a curriculum that is not relevant or well-planned, rather than to the disability of the student (1979).

Some regular education services that are also used by special education students are in short supply in the region. Shortages of supplementary training in basic skills, tutoring and counseling services, and culturally appropriate counseling services have all been cited as contributing to the limited educational achievement of Native Hawaiians (The Kamehameha Schools, 1983). These shortages exist to a greater extent for populations residing in remoter areas of the Pacific Basin. Infant and preschool services are also under development in most of the region. There are some existing sources for program materials and technical assistance. The Community College of Micronesia's Special Education Department is responsible for developing and disseminating program materials, and technical assistance to territories is often provided by the Western Regional Resource Center (Welle, 1979 & Brady, 1983).

Two recent program development activities are of note:

- The lab school of the Kamehameha Early Education Project (KEEP), opened to Hawaiian children in 1972, utilizes teaching methods based on the cultural backgrounds of the Hawaiian student, particularly peer orientation. After five years of continual readjustment of instructional practices, reading scores began to improve significantly. KEEP staff members noted that their acceptance of a "talk-story" style of classroom participation coincided with the Hawaiian children's entering more freely into discussions of the readings (Harvard Graduate School of Education, 1988).

- To achieve the goal of teaching all Samoan children to read and to provide services to children with disabilities, American Samoa is implementing a consultative teaching program in five elementary schools. A consultant teacher will screen children in four grades on reading performance. Baseline data will be collected and interventions conducted. Children who fail to make adequate progress are reassessed and, where appropriate, referred for multidisciplinary evaluation (Interview with David Rostetter, 1988).

Personnel

Small numbers of professionally trained educators, high rates of staff turnover, and the remoteness of much of the population all combine to make special education personnel a scarce resource in much of the Pacific Basin. The level of training required for special education teachers varies across the region. Both Guam and Hawaii require a bachelor's degree and certification for all special education teachers, whereas in American Samoa and the nations of the former Trust Territory, only about 10 percent of special education teachers have bachelor's degrees. In the Commonwealth of the Northern Marianas, all teachers have associate degrees. In the former Trust Territory nations, only about half of the special education teachers are reported as having associate degrees (Brady, 1983).

The Pacific Region Educational Program (PREP) reported in 1987 that most teachers, 72 percent, were ethnic natives; however, Guam was an exception with slightly more than half of the teachers being non-natives. Most jurisdictions require only an associates degree for teacher certification, but some require higher degrees. Most teachers in the region are certified (Northwest Regional Educational Laboratory, 1987).

There are two degree-granting institutions in the Pacific Basin that provide preservice special education teacher training--the University of Guam and the Community College of Micronesia. The Community College of Micronesia grants an associate degree in special education and offers a concentration in visual, auditory, or learning problems. The University of Guam grants a special education bachelor's and master's degree that includes concentrations in learning difficulties, vocational education and administration (Brady, 1983). In addition to providing preservice training during the regular school year, the Community College of Micronesia also provides in-service sessions during summers for special education personnel from all over the Pacific Basin (Welle, 1979). Educators can receive additional training from universities outside the territories; many islands have no universities to train special educators. Pacific Basin special educators have participated in programs offered by the University of Hawaii, San Jose State University, and the University of Oregon, sometimes with government assistance (Interview with David Rostetter, 1988).

Preservice and in-service training are also provided at local sites by teacher trainers and short-term, itinerant consultants. American Samoa, the former Trust Territory nations and the Commonwealth of the Northern Marianas all employ teacher trainers within their special education divisions. Short-term consultants are most often professionals under contract or on staff with the Western Regional Resource Center. In other cases, consultants have been hired directly by territorial Departments of Education. The use of short-term consultants for teacher training has been criticized, because short-term consultants often lack cultural familiarity with the region and have language differences with local educators; frequently there is a lack of trained staff to follow up on recommendations (Brady, 1983). Despite these factors, however, use of short-term consultants frequently is the most feasible method of providing in-service training to special educators in remote areas.

Fiscal limitations, scarcity of resources and remoteness of much of the population make related services very difficult to provide in the Pacific Basin, except for Hawaii. All of the territorial departments of education confront severe personnel shortages in this area. When services are provided, it is generally by itinerant teams of medical and support personnel from the

U.S. mainland (Brady & Anderson, 1983). Some related services are provided by the local hospitals.

Interagency Cooperation

There are several organizations in the Pacific Basin that work to coordinate regional training and provide technical assistance to territorial departments of education. These organizations must confront isolation and language barriers in their attempts to facilitate interagency cooperation. The first of these is the federally-funded Pacific Basin Consortium, which consists of department of education representatives from each island territory and Hawaii, and Institutes of Higher Education representatives from the University of Guam, University of Hawaii and the Community College of Micronesia. Assistance has ranged from coordinating training for teachers of the severely handicapped to direct assistance in preparing project proposals and developing internal management procedures (Brady & Anderson, 1983). Another organization is the Resource Access Project of the Pacific, which brings together territorial Head Start and department of education early childhood officials to prepare teachers of young children for incoming special needs populations (Brady & Anderson, 1983). The Community College of Micronesia also works in close cooperation with local districts, planning its preservice and in-service training to reflect the needs of individual districts and serving as a clearinghouse for educational materials (Welle, 1979).

CONCLUSIONS

For Native Pacific Basin and Native Hawaiian students with disabilities, the provision of special education services is made particularly difficult by the population dispersal and the diversity of languages and cultures that characterize the region. Interagency cooperation in the provision of services and innovative approaches to programming offer two modes of improving service provision that have shown some promise in the region. However, more research is needed to assure further innovation in this region.

Perhaps the most critical need for future research regarding the Native Pacific Basin/Native Hawaiian population is more data to analyze student needs and service patterns. While the State of Hawaii's special education database may be used to provide data on the Native Hawaiians living in Hawaii, data on Native Pacific Basin students with disabilities and Native Hawaiians living outside Hawaii are scarce. The database under construction by the Coordinating Council for Data Collection in Micronesia may provide the necessary data to answer basic questions concerning the number of children served and where they are served. As with the LM-LEP population, further studies are needed on the impact of the use of native languages and culturally relevant curricula on the provision of services to these populations. Importantly, Native Hawaiian and Native Pacific Basin students tend to live in extremely different societies with dissimilar service delivery patterns; therefore, conclusions learned concerning one of these populations cannot be applied to the other.

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APPENDIX H

ADDITIONAL DATA ON CHILDREN AND YOUTH CLASSIFIED WITH DEAF-BLINDNESS

TABLE H.1

Summary of Annual Count of Students with Deaf-Blindness by Reporting Source and Size as of October 1, 1991

	Child Count Reported Under			Current Age of Child						
	Unknown	Part B, IDEA	Chapter 1 ESEA	0 - 2	3 - 5	6 - 11	12 - 17	18 - 21	Unknown	Total Count
Alabama	16	110	56	14	35	54	55	24		182
Alaska	1	15	3	2	5	7	2	3		19
American Samoa		2	7			7	2			9
Arizona	30	34	18	11	19	27	17	8		82
Arkansas	11	28	39	3	12	37	19	7		78
California		902	77	43	112	326	310	188		979
Colorado	10	15	88	15	23	25	28	22		113
Connecticut	2	4	38		5	11	15	13		44
Delaware			40	2	7	18	9	4		40
District of Columbia			10			3	4	3		10
Florida	27	80	37	7	16	48	42	31		144
Georgia	12	73	110	26	56	57	34	22		195
Guam	3	2	16	1	4	6	8	2		21
Hawaii		38	21		5	19	26	9		59
Idaho	17		10	3	3	7	12	2		27
Illinois	54	16	202	42	53	72	55	50		272
Indiana	19	37	122	12	30	57	51	28		178
Iowa		25	23		6	19	14	9		48

Table H.1 (continued)

	Child Count Reported Under			Current Age of Child						Total Count
	Unknown	Part B, IDEA	Chapter 1 ESEA	0 - 2	3 - 5	6 - 11	12 - 17	18 - 21	Unknown	
Kansas		31	36	2	7	32	17	9		67
Kentucky	8	54	39	2	14	43	29	12	1	101
Kosrae	20				2	6	10	1	1	20
Louisiana	16	30	79	6	4	39	36	40		125
Maine	10	2	6	1	3	9	2	3		18
Marshall Islands	11			3	1	3	1		3	11
Maryland	7	20	40	1	7	29	13	17		67
Massachusetts	141			20	32	36	29	24		141
Michigan	1		208	26	40	59	63	21		209
Minnesota	7	158	15	3	13	68	70	23	3	180
Mississippi	9	107	42	7	29	64	39	19		158
Missouri	6	124	25	8	17	61	43	26		155
Montana	12	23	7	2	11	17	9	3		42
Nebraska		68	2	1	2	17	35	15		70
Nevada	2	25				19	3	5		27
New Hampshire	8	22		1	10	13	5	1		30
New Jersey	15	57	249	71	109	53	52	36		321
New Mexico	8	53	22	6	12	28	23	14		83
New York	15	104	516	13	59	277	180	101	5	635
North Carolina	27	253	80	15	45	130	105	65		360

Table H.1 (continued)

	Child Count Reported Under			Current Age of Child						Total Count
	Unknown	Part B, IDEA	Chapter 1 ESEA	0 - 2	3 - 5	6 - 11	12 - 17	18 - 21	Unknown	
North Dakota			49	11	8	15	13	2		49
Northern Marianas	1	7	7	1	3	8	2	1		15
Ohio		267	6	14	44	93	94	28		273
Oklahoma	1	123	22	6	17	63	45	15		146
Oregon			90	14	14	28	22	11	1	90
Pennsylvania		30	144	43	30	43	34	24		174
Pohnpei	42			3	9	16	11	2	1	42
Puerto Rico		34				11	16	7		34
Republic of Palau		13	22	1	1	20	10	3		35
Rhode Island	5	33	6	2	13	19	6	4		44
South Carolina	30	27	32	10	15	20	27	17		89
South Dakota		22	14		1	18	15	2		36
Tennessee		14	18		3	9	16	4		32
Texas		122	113	23	39	72	73	28		235
Truk (Chuuk)	19			1	2	15	1			19
Utah	23	46	34	14	16	39	21	13		103
Vermont	2	5	30	1	6	19	5	6		37
Virgin Islands	12				2	4	2	1	3	12
Virginia	61	98	8	14	33	59	26	10	25	167
Washington	48	34	20	8	13	35	26	20		102

Table H.1 (continued)

	Child Count Reported Under			Current Age of Child						Total Count
	Unknown	Part B, IDEA	Chapter 1 ESEA	0 - 2	3 - 5	6 - 11	12 - 17	18 - 21	Unknown	
West Virginia	10	35	22	18	8	16	15	10		67
Wisconsin		132	21	12	35	52	40	14		153
Wyoming*	7	16			3	9	7	4		23
Total Count	786	3,570	2,941	565	1,123	2,486	1,994	1,086	43	7,297

* = Data from 1989; none submitted in 1990.

TABLE H-2

Disability Reported Under IDEA, Part B or Chapter 1 of ESEA (SOP) for Students with Deaf-Blindness in October 1, 1991 Annual Count

	Disability												Total Count
	Mental Retardation	Speech Impairment	Emotional Disturbance	Orthopedic Impairment	Other Health Impairment	Learning Disability	Multiple Disabilities	Hearing Impairments	Deafness	Visual Impairments	Deaf-Blindness	Unknown	
Alabama	13	1		1	5		93	1	16	16	20	16	182
Alaska							12		2	1	3	1	19
American Samoa							6				3		9
Arizona					3		35	5	2	6	1	30	82
Arkansas	28						35			2	2	11	78
California	175	3	1	21	7	4	511	33	41	50	130	3	979
Colorado							15				88	10	113
Connecticut					1				3	38		2	44
Delaware	6				1				2	1	30		40
District of Columbia												10	10
Florida	63	8		1	2		6	6	3	4	24	27	144
Georgia	65	1		1	1			1	18	15	81	12	195
Guam	3	1			1		4		4		4	4	21
Hawaii	2				2	1	47	1		3	3		59
Idaho	1					1	7	1				17	27
Illinois	6						139	6	9	3	55	54	272
Indiana	37			1			42	3	13	5	58	19	178
Iowa											48		48
Kansas							38	1	4	2	22		67
Kentucky	16					1	51	12	2	4	7	8	101

Table H.2 (continued)

	Disability												Total Count
	Mental Retardation	Speech Impairment	Emotional Disturbance	Orthopedic Impairment	Other Health Impairment	Learning Disability	Multiple Disabilities	Hearing Impairments	Deafness	Visual Impairments	Deaf-Blind-ness	Unknown	
Kosrae												20	20
Louisiana	34				1		26	5	23	7	13	16	125
Maine							4				4	10	18
Marshall Islands												11	11
Maryland											51	16	67
Massachusetts												141	141
Michigan	15		1		5		170		12	5		1	209
Minnesota	36	2		1	3	1	11	16	3	59	41	7	180
Mississippi	48			19		1	54	1		8	18	9	158
Missouri	30						45		9	2	63	6	155
Montana							14				16	12	42
Nebraska	26			3			34		3	3	1		70
Nevada	2						18	4	1			2	27
New Hampshire	5	2		4			7	2		1	1	8	30
New Jersey							175		3	3	125	15	321
New Mexico							56		1	2	16	8	83
New York	67						473		64	16		15	635
North Carolina	9						251		1		72	27	360
North Dakota	18			6	5		5	1	2		12		49
Northern Marianas	1	1		1		2	4	3	1		1	1	15
Ohio	101	1		2	1		150	2	6	4	6		273
Oklahoma	10			1			105	1	1		27	1	146

Table H.2 (continued)

	Disability												Total Count
	Mental Retardation	Speech Impairment	Emotional Disturbance	Orthopedic Impairment	Other Health Impairment	Learning Disability	Multiple Disabilities	Hearing Impairments	Deafness	Visual Impairments	Deaf-Blindness	Unknown	
Oregon	37			7	3			5	10	5	23		90
Pennsylvania	50	3		9	1	7	9	1	2	31	61		174
Pohnpei												42	42
Puerto Rico											34		34
Republic of Palau												35	35
Rhode Island	10					2	24	1			2	5	44
South Carolina	42	2				1		1		7	5	31	89
South Dakota	1						13			3	19		36
Tennessee	4						3		1		24		32
Texas								116			119		235
Truk (Chuuk)												19	19
Utah							11		10	8	51	23	103
Vermont	3			1	2		26			1	2	2	37
Virgin Islands												12	12
Virginia	39	1				2	46	3	2	9	2	63	167
Washington	4				1		23	3	4	1	18	48	102
West Virginia	14	1			1		35	2	3	1		10	67
Wisconsin	49	1		4	8		72	2		3	14		153
Wyoming	9		1		2					3	1	7	23
Total Count	1,079	28	3	83	56	23	2,905	239	281	332	1,421	847	7,297

TABLE H.3

Degree of Vision Loss and Degree of Hearing Loss for Students with Deaf-Blindness in October 1, 1991 Annual Count

	Degree of Vision Loss						Degree of Hearing Loss					
	Partial Sighted	Legally Blind	Light Perception Only	Totally Blind	Unknown	Not Testable	Mild	Moderate	Severe	Unknown	Not Testable	Total Count
Alabama	5	31	6	10	129	1	10	13	75	82	2	182
Alaska	4	1	8	1	5		3	5	9	1	1	19
American Samoa			4	5					8	1		9
Arizona	31	20	6	12	12	1	14	19	35	14		82
Arkansas	2	15	8	13	28	12	7	15	12	27	17	78
California	150	212	91	158	367	1	96	150	259	470	4	979
Colorado	20	11	10	24	42	6	14	15	29	42	13	113
Connecticut	4	34	5	1			6	19	17	2		44
Delaware	18	10	1	7	2	2	17	8	13	1	1	40
District of Columbia	1	4		2	2	1	3		3	3	1	10
Florida	13	36		16	79		2	10	51	79	2	144
Georgia	33	36	31	35	27	33	27	32	62	51	23	195
Guam	11	3	3	1	3		6	6	6	3		21
Hawaii	6	4	13	16	1	19	5	2	12	1	39	59
Idaho	4	12	1	6	3	1	5	7	13		2	27
Illinois	51	68	36	35	56	26	32	68	106	56	10	272
Indiana	32	51	25	21	49		18	29	56	75		178
Iowa	7	8	7	14	12		9	4	18	13	4	48
Kansas	2	13	16	7	26	3	9	6	26	24	2	67
Kentucky	13	17	59	5	5	2	8	40	46	2	5	101

Table H.3 (continued)

	Degree of Vision Loss						Degree of Hearing Loss					
	Partial Sighted	Legally Blind	Light Perception Only	Totally Blind	Unknown	Not Testable	Mild	Moderate	Severe	Unknown	Not Testable	Total Count
Kosrae	2				18			1		19		20
Louisiana	16	21	8	24	53	3	22	10	62	28	3	125
Maine	4	7	3	3	1		2	7	9			18
Marshall Islands					11		1	2		8		11
Maryland	9	25	17	9	7		17	32	12	6		67
Massachusetts	25	69	19	17	11		33	45	53	10		141
Michigan	18	46	29	74	15	27	19	32	77	31	50	209
Minnesota	45	41	8	23	63		39	33	56	51	1	180
Mississippi	10	19	22	46	60	1	12	12	38	83	13	158
Missouri	33	41	27	17	19	18	25	25	54	46	5	155
Montana	2	8	11	7	10	4	1	14	14	8	5	42
Nebraska	3	21	1	1	30	14	4	13	15	27	11	70
Nevada	7	4	3	5	6	2	1	3	11	10	2	27
New Hampshire	5	15	3	4	3		4	5	15	6		30
New Jersey	20	102	61	25	113		3	158	149	8	3	321
New Mexico	22	15	15	17	14		10	12	36	17	8	83
New York	67	172	62	86	174	74	66	80	188	221	80	635
North Carolina	74	169	40	57	16	4	98	93	139	13	17	360
North Dakota	6	5	18	8	1	11	14	9	5	1	20	49
Northern Marianas	11				4		1	4	1	9		15
Ohio	41	25	38	50	77	42	43	38	46	99	47	273

Table H.3 (continued)

	Degree of Vision Loss						Degree of Hearing Loss					
	Partial Sighted	Legally Blind	Light Perception Only	Totally Blind	Unknown	Not Testable	Mild	Moderate	Severe	Unknown	Not Testable	Total Count
Oklahoma	12	21	23	9	79	2	8	13	24	98	3	146
Oregon	12	24	12	6	36		7	14	24	17	28	90
Pennsylvania	15	46	31	30	44	8	8	27	54	70	15	174
Pohnpei	30	12					28	2		12		42
Puerto Rico	13	11		9		1	1	26	7			34
Republic of Palau	8	1		1	25		7		2	26		35
Rhode Island	2	14	16	5	6	1	7	14	13	6	4	44
South Carolina	18	38	16	14	2	1	17	26	39	6	1	89
South Dakota	6	2		7	21		13		8	15		36
Tennessee	9	7	3	8	5		3	3	22	4		32
Texas	75	109	18	33			26	63	108	38		235
Truk (Chuuk)	7	1	5	5	1		10	6	2	1		19
Utah	11	24	9	10	42	7	11	20	30	39	3	103
Vermont	5	11	3	4	14		5	5	7	19	1	37
Virgin Islands				5	6	1				11	1	12
Virginia	20	33	33	25	42	14	9	31	43	53	31	167
Washington	24	27	10	20	19	2	11	23	51	14	3	102
West Virginia	17	12	4	12	10	12	8	12	12	14	21	67
Wisconsin	7	23	17	24	22	60	7	17	28	34	67	153
Wyoming					23					23		23
Total Count	1,118	1,807	915	1,089	1,951	417	892	1,378	2,310	2,148	569	7,297

TABLE H.4

Major Cause of Disability for Students with Deaf-Blindness in October 1, 1991 Annual Count

	Cause						
	Maternal Rubella	Meningitis/ Encephalitis	Usher's Syndrome	Central Nervous System Dysfunction	Peripheral Nerve Dysfunction	Other Known Cause	Unknown Cause
Alabama	11	7		1	36	26	101
Alaska	1	2		2	1	8	5
American Samoa		3		3		3	
Arizona	8	3	2	6	1	50	12
Arkansas	4	4		9	1	30	30
California	101	44	12	135	15	317	355
Colorado	7	5	1	41	5	17	37
Connecticut	19		2	2	2	18	1
Delaware		1				22	17
District of Columbia	1					4	5
Florida	34		4	15		23	68
Georgia	11	12	3	9	1	83	76
Guam	2	1		1	7	5	5
Hawaii	3	1		4	1	31	19
Idaho		2	1			10	14
Illinois	29	16	6	9	1	116	95
Indiana	10	11	14	15		79	49

Table H.4 (continued)

	Cause						
	Maternal Rubella	Meningitis/ Encephalitis	Usher's Syndrome	Central Nervous System Dysfunction	Peripheral Nerve Dysfunction	Other Known Cause	Unknown Cause
Iowa	1	10	5	10	3	14	5
Kansas	5	6	1	18	2	20	15
Kentucky	4	9	4	14	1	31	38
Kosrae						1	19
Louisiana	12	2	27	7	12	41	24
Maine	1			1		16	
Marshall Islands							11
Maryland	4	3		1		12	47
Massachusetts	12	6	3	9	7	98	6
Michigan	25	15	4	55	3	64	43
Minnesota	1	5	19	15	7	40	93
Mississippi	8	14		26	2	54	54
Missouri	14	10	6	30	4	39	52
Montana	2	5		10	7	11	7
Nebraska	1	2		1		33	33
Nevada		1	1	2		14	9
New Hampshire	1	1		5	2	15	6
New Jersey	24		16	66	35	99	81

Table H.4 (continued)

	Cause						
	Maternal Rubella	Meningitis/ Encephalitis	Usher's Syndrome	Central Nervous System Dysfunction	Peripheral Nerve Dysfunction	Other Known Cause	Unknown Cause
New Mexico	3		1	5	1	46	27
New York	63	24	21	107	21	204	195
North Carolina	20	11	6	62	6	175	80
North Dakota	1	4		9		32	3
Northern Marianas		2		4	4	2	3
Ohio	9	8	3	51	5	90	107
Oklahoma	6			30		70	40
Oregon	9	3	4	8		26	40
Pennsylvania	17	10	2	11	1	77	56
Pohnpei							42
Puerto Rico	31		1			1	1
Republic of Palau		1		3			31
Rhode Island	2	1	1	28		9	3
South Carolina	3	6	5	2	1	58	14
South Dakota	2	3		7		9	15
Tennessee	5	1	1	4		13	8
Texas	36	20	4	33	17	57	68
Truk (Chuuk)						1	18
Utah	2	5	1	21	1	43	30

Table H.4 (continued)

	Cause						
	Maternal Rubella	Meningitis/ Encephalitis	Usher's Syndrome	Central Nervous System Dysfunction	Peripheral Nerve Dysfunction	Other Known Cause	Unknown Cause
Vermont	2	4	1	10		8	12
Virgin Islands						3	9
Virginia	6	7	2	36	4	32	80
Washington	8	4	12	2	2	50	24
West Virginia	2	1	1	9	1	33	20
Wisconsin	6	10	2	34	1	52	48
Wyoming							23
Total Count	589	326	199	998	221	2,535	2,429

TABLE H.5

Other Primary Disability for Students with Deaf-Blindness in October 1, 1991 Annual Count

	Other Disability								Total Count
	Not Listed	Mental Retardation	Speech Impairment	Emotional Disturbance	Orthopedic Impairment	Other Health Impairment	Learning Disabilities	Multiple Disabilities	
Alabama	23	62	3		14	11	2	67	182
Alaska	2	13	2			1		1	19
American Samoa		9							9
Arizona	20	11	4	1	10	2	1	33	82
Arkansas	1	54	3	1	11	8			78
California	168	546	92	4	29	27	17	96	979
Colorado	14	68	11	1	2	3		14	113
Connecticut	8	28	2		2		3	1	44
Delaware	2	33	5						40
District of Columbia	2	5	2		1				10
Florida	25	96	18	2	2	1			144
Georgia	10	109	26		21	16		13	195
Guam	4	5	7		1	1		3	21
Hawaii	1	16	1		1	1	1	38	59
Idaho		11	3					13	27
Illinois	76	115	24		15	9	3	30	272
Indiana	14	99	5		1	5	1	53	178
Iowa	4	36			5	3			48

Table H.5 (continued)

	Other Disability								
	Not Listed	Mental Retardation	Speech Impairment	Emotional Disturbance	Orthopedic Impairment	Other Health Impairment	Learning Disabilities	Multiple Disabilities	Total Count
Kansas		53	1		6	6		1	67
Kentucky	18	73			4	3	1	2	101
Kosrae	6	5			1	2	5	1	20
Louisiana	74	14	30		5	2			125
Maine		11	4		1	1		1	18
Marshall Islands	7		3				1		11
Maryland	6	44	2					15	67
Massachusetts	7	74	14	2	13	9	4	18	141
Michigan	15	157	25		5	6		1	209
Minnesota	96	58	15		5	2	3	1	180
Mississippi	8	117	15		9	1		8	158
Missouri	12	73	22		7			41	155
Montana	1	29	2	1	3	1		5	42
Nebraska	7	42			9	2	1	9	70
Nevada	3	13			1			10	27
New Hampshire		15	5		2	2		6	30
New Jersey	98	93			2	5		123	321
New Mexico	1	63	1		8	8	2		83
New York	96	406	63	2	42	26			635

Table H.5 (continued)

	Other Disability - Primary								
	Not Listed	Mental Retardation	Speech Impairment	Emotional Disturbance	Orthopedic Impairment	Other Health Impairment	Learning Disabilities	Multiple Disabilities	Total Count
North Carolina	13	185	4		5			153	360
North Dakota		47	2						49
Northern Marianas	1	7	2		2		3		15
Ohio	1	198	14	1	13	5	1	40	273
Oklahoma	18	65	24		26	13			146
Oregon	19	51	5		12	3			90
Pennsylvania	31	106	16		9	5		7	174
Pohnpei		10	2				19	11	42
Puerto Rico		34							34
Republic of Palau	8	4	11			2	6	4	35
Rhode Island	1	41				1	1		44
South Carolina	6	65	8		1	6	3		89
South Dakota	3	10	5		1	1		16	36
Tennessee	6	16	1			5		4	32
Texas	69	87	25		30	24			235
Truk (Chuuk)	8	1	4	1	2		2	1	19
Utah	5	71	9		2	4	1	11	103
Vermont		30	2		1	1	2	1	37
Virgin Islands	10			1		1			12

Table H.5 (continued)

	Other Disability - Primary								
	Not Listed	Mental Retardation	Speech Impairment	Emotional Disturbance	Orthopedic Impairment	Other Health Impairment	Learning Disabilities	Multiple Disabilities	Total Count
Virginia	49	90	7	1	5	3	2	10	167
Washington	35	2	12	15	13	15		10	102
West Virginia	4	25	5		3			30	67
Wisconsin		105	17		3	7		21	153
Wyoming	23								23
Total Count	1,139	3,906	585	33	366	260	85	923	7,297

APPENDIX I

TABLES OF NATIONAL EDUCATIONAL PLACEMENT TRENDS OVER TIME

TABLE I.1

Percentage of Children With Various Disabilities Served in Regular Schools: 1977-78 to 1989-90

Disability	1977-78	1981-82	1985-86	1989-90	Percentage Change
All Disabilities	93.5	93.9	93.4	94.0	+0.5%
Specific Learning Disabilities	98.3	98.5	98.6	98.5	+0.2%
Speech or Language Impairments	99.4	99.3	98.3	98.3	-1.1%
Mental Retardation	89.5	88.7	86.1	88.0	-1.5%
Serious Emotional Disturbance	84.7	82.2	80.2	80.5	-4.2%
Hearing Impairments	72.7	76.8	76.3	76.9	+4.2%
Visual Impairments	80.9	82.0	81.8	84.1	+3.2%
Deaf-Blindness		55.7	48.2	55.0	-0.7%
Multiple Disabilities		70.5	65.0	64.6	-5.9%
Orthopedic Impairments	66.6	67.9	79.0	83.6	+17.0%
Other Health Impairments	77.3	78.8	72.4	77.9	+0.6%

Note: Data are for students, 6-21 years old, served under IDEA, Part B and Chapter 1 of ESEA (SOP).

TABLE I.2

Percentage of Children With Various Disabilities Served in Separate Schools and Separate Residential Facilities: 1985-86 to 1989-90

Disability	Placement Environments	1985-86	1986-87	1987-88	1988-89	1989-90	Percentage Change
Hearing Impairments	Separate School	10.7	8.3	10.6	8.3	10.5	-0.2%
	Residential Facility	12.7	11.5	8.7	10.0	12.5	-0.2%
Multiple Disabilities	Separate School	27.4	20.5	27.8	26.3	29.8	+2.4%
	Residential Facility	6.1	5.5	4.0	4.0	3.9	-2.2%
Visual Impairments	Separate School	5.2	4.5	5.4	4.6	4.5	-0.7%
	Residential Facility	12.4	10.7	10.1	9.3	10.9	-1.5%
Deaf-Blindness	Separate School	14.1	12.8	21.4	26.7	14.8	+0.7%
	Residential Facility	36.6	22.8	25.5	25.6	29.4	-7.2%

Note: Data are for students, 6-21 years old, served under IDEA, Part B and Chapter 1 of ESEA (SOP).

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